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PREFACE

The book has been designed to meet the requirements of the students who wish not only to score high marks in grammar but also to speak and write correct English; and correct English, in my opinion, is neither too loose a colloquial style which defies grammar nor too pure a grammar which refuses to recognise idioms established by usage. It is, on the contrary, a happy fusion of the two, for even dynamic neutrality or peaceful co-existence is not enough.

An attempt has, therefore, been made to find a golden mean between distilled purism and unbridled colloquialism. I should naturally hope that it would very well serve as a *utility reference book* in schools and colleges, and herein, I should plead, lies the justification for avoiding English as the medium of writing. To some, however, the very idea of English Grammar in Hindi may appear to be audacious and even ridiculous. Call it what you will, but you shouldn't shut your eyes to the fact that to an average student a book in English, and that, too, on Grammar, is a red rag to a bull. The result is that, in spite of a delicious flood of books, they get not even a drop to drink. What to do then? Do you propose to *make* them read books they can't understand? You can *make* one weep and even laugh but not sing, and is not reading a sort of singing to oneself? I can't say whether this book will be read without tears. It is for my readers to judge.

Summer, 1956

R. P. S.



It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.

—SOMERSET MAUGHAM

BOOKS CONSULTED

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|--|---------------|--|
| 1. <i>Webster's New International Dictionary, Vols. I-IV.</i> | | |
| 2. <i>The Shorter Oxford English Dictionary, Vols. I-II.</i> | | |
| 3. <i>A Dictionary of Modern English Usage</i> | H. W. I | |
| 4. <i>King's English</i> | H. W. I | |
| 5. <i>Good English</i> | G. H. V | |
| 6. <i>Better English</i> | G. H. V | |
| 7. <i>A Higher English Grammar</i> | L. V | |
| 8. <i>Senior Course in English Composition</i> | SOARES AND MA | |
| 9. <i>English Idioms</i> | Mc | |
| 10. <i>English Grammar Series Bk. IV</i> | J. C. N | |
| 11. <i>Modern English Grammar</i> | DC | |
| 12. <i>Errors In English Composition</i> | DC | |
| 13. <i>Aids To The Study and Composition of English</i> | DC | |
| 14. <i>Senior Course of English Composition</i> | DC | |
| 15. <i>Word Power</i> | NORMAN | |
| 16. <i>Teach Yourself Grammar</i> | G. S. HUM | |
| 17. <i>English Grammar</i> | G. WHITAKER- | |
| 18. <i>How To Write English</i> | HUGH J. | |
| 19. <i>Current English Usage</i> | F. T. | |
| 20. <i>College Composition</i> | H. M | |
| 21. <i>A Manual of Advanced English</i> | BERNARD BLACK | |
| 22. <i>The English We Use</i> | R. A. | |
| 23. <i>The Oxford English Course for Secondary Schools</i> | H. B. I | |
| 24. <i>A Guide to Patterns and Usage in English</i> | A. S. H | |
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SYNTAX

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your results with the key given overleaf—

1. Too great a variety of interests are bad.
2. A greater part of the mangoes is rotten.
3. A number of boys and girls has come.
4. There are a series of mountains here.
5. I have many mangoes but none are ripe.
6. Bihar were defeated by Bengal in the Test Match.
7. The jury was divided in their opinions.
8. What I need most are clothes and books.
9. Has neither Ram nor his parents come ?
10. Each of them have finished their work.
11. I am one of those who am of another opinion.
12. Twelve and seven is nineteen
13. Every Tom, Dick, and Harry wear suit
14. Bread and butter are costly articles of food.
15. No boy and no girl have come.
16. He has read both in England and America.
17. I request you to kindly grant me leave.
18. But behold her mother—she to whom she owed her being.
19. He has not gone, nor he will go.

K E Y

(1) is—Rule I. (2) are—Rule II. (3) have—Rule II. (4) is—Rule III. (5) correct—Rule XIV. (6) correct—Rule VI Note. (7) were—their, or was—its—Rule IV. (8) is—Rule XVI. (9) correct—Rule XX(d). (10) has—his—Rule XIII. (11) are—Rule XVII. (12) correct—Rule XVII (b). (13) wears—Rule XVIII (d). (14) correct—Rule XVIII (e) Note. (15) has—Rule XVIII (d). (16) in America—or read in both England and America—Rule I (Position of Correlatives). (17) Allowable, but it is better to write—I request you kindly to grant—Rule VII (Position of Adverbs). (18) her to whom—Rule I (Apposition and Case). (19) nor will he go—Rule III (Position of Subject & Verb). (20) he neither comes—Rule I (Position of Correlatives).

SYNTAX

Syntax का अर्थ होता है वाक्य-विचार। वाक्य पर विचार करते समय हमारा ध्यान सबसे पहले Subject और Verb पर जाता है। इसलिए Subject और Verb से सम्बन्धित नियमों पर विचार करें।

Agreement : Subject & Verb

S—S ; P—P

वाक्य के Subject और Verb के बीच मेल (Agreement) रहना जरूरी है—

“The Verb must agree with its Subject in Number and Person.”

इस नियम के अनुसार Verb का Number और Person बही होता है जो वाक्य के Subject का रहता है। इसलिए Singular Subject के साथ Singular Verb और Plural Subject के साथ Plural Verb आता है। वाक्य के Verb की कोई अपनी अलग हस्ती नहीं होती। वह सदा Subject के ऊपर निर्भर रहा करता है। S—S और P—P को सदा याद रखें—

S का अर्थ है Singular और P का Plural. इसलिए Singular Subject के साथ सदा Singular Verb का प्रयोग करें और Plural Subject के साथ Plural Verb का; जैसे—

1. Mohan writes. 2 Sita plays. 3. Karim dances. 4. Manju sings. 5. Muni runs.

इन वाक्यों के Subjects (Mohan, Sita, Karim, Manju, Muni) Singular हैं। इसलिए यहाँ Singular Verbs (writes, plays, dances, sings, runs) का प्रयोग हुआ है।

अब इन वाक्यों को देखें—

1. Boys write. 2 Girls play. 3. Actors dance. 4. Women sing. 5. Players run.

इन वाक्यों के Verbs (write, play, dance, sing, run) Plural हैं; क्योंकि इनके Subjects (boys, girls, actors, women, players) Plural हैं। ये सही वाक्य शुद्ध हैं, क्योंकि S—S : P—P के नियम को ध्यान में रखा गया है। अब, जरा इन वाक्यों को देखें—

1. Players runs. 2. Women sings. 3. Mohan write 4. Manju laugh.

यहाँ पहले दो वाक्यों में Subjects (Players, Women) Plural हैं, पर Verbs (runs, sings) singular हैं। यहाँ P—P के बदले P—S हो गया है, अर्थात् Plural Subjects के साथ Singular Verbs का प्रयोग कर दिया गया है। इसी प्रकार, तीसरे तथा चौथे वाक्यों में Singular Subjects (Mohan, Manju) के साथ Plural Verbs (write, laugh) का प्रयोग हो गया है। इसलिए ये वाक्यों वाक्य अशुद्ध हैं। आप देख लेंगे कि वाक्य में Subject और Verb के बीच में का सम्बन्ध होना चाहिये; Subject और Verb के बीच S—S : P—P के द्वारा ही येन का सम्बन्ध स्थापित किया जा सकता है, S—P : P—S के द्वारा नहीं।

Note (a) — यहाँ एक बात याद रखें। जब किसी Verb में s या es लग जाता है, तो वह singular हो जाता है; जैसे—

write—writes. cry—cries. sing—sings.

Writes, cries, और sings में s या es लगा हुआ है। इसलिए ये Singular हैं, पर write, cry और sing में s या es लगा हुआ नहीं है। इसलिए ये Plural हैं। इसका यह अर्थ हुआ कि writes, cries, sings आदि का प्रयोग Singular Subjects के साथ होगा, पर write, cry और sing का प्रयोग Plural Subjects के साथ। यह नियम Noun के नियम का ठीक उल्टा है। Noun में s या es लगा कर हम उसे Plural बनाते हैं; पर Verb में s या es लगा कर हम उसे Singular बनाते हैं। इस नियम को याद रखें—

Noun + s = Plural

Verb + s = Singular

जैसे—

| Nouns | | Verbs | |
|-----------------|---------------|-----------------|---------------|
| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
| book | books | goes | go |
| toy | toys | tries | try |
| bench | benches | laughs | laugh |

Note (b)—आप यह भी याद रखें कि 'is, was और has' Singular Verbs हैं, पर are, were और have हैं Plural. आप यह भी मत भूलें कि I के साथ Present Tense में सदा am का प्रयोग होता है।

EXERCISE

Correct the following sentences—

Children is playing. Why is these women laughing? These leaves is green. Teachers loves good students. Stars shines at night. The sun rise in the east. Aeroplanes carries men and goods. All the students and teachers likes this book.

| | |
|-----------------------------|-------------------|
| These books—to me. | (belong, belongs) |
| Why—these children crying ? | [is, are] |
| How many boys—there ? | [was, were] |
| His teeth—broken. | [was, were] |
| These sheep—innocent. | [is, are] |

EXCEPTIONS

to the S—S : P—P Formula

इस नियम के दो बड़े अपवाद हैं—

Exception No. 1—Dare not and need not—ये दो ऐसे Verbs हैं जो Singular Subject के साथ भी Plural रूप में ही रहते हैं; जैसे—

He need not go She dare not oppose me.

इन वाक्यों में Subjects (he & she) Singular हैं, पर Verbs (need & dare) Plural रूप में, क्योंकि इनके आगे not लगा हुआ है। इस नियम पर प्रकाश डालते हुए कहा है—

“The third person singular is ‘need’ and not ‘needs’, just as ‘dare’ is used for ‘dares’ provided it is followed by a negative—He need not do any more work. He dare not leave the room.” —J. C. NESFIELD

Note—Dare और need के सम्बन्ध में और भी एक-दो बातों पर ध्यान दें—

(a) जब इनके साथ not नहीं लगा रहता है, अर्थात् जब वाक्य affirmative रहता है, तो सामान्य नियम के अनुसार Singular Subject के साथ singular रूप में और Plural Subject के साथ Plural रूप में आते हैं, जैसे—

| | |
|----------|-----------|
| he needs | they need |
| he dares | they dare |

(b) जब वाक्य में Verb ‘do’ का प्रयोग होता है और not का स्थान dare या need पहले रहता है (बाद में नहीं) तब इनका प्रयोग सामान्य नियमानुसार Singular Subject के साथ singular रूप में और Plural Subject के साथ Plural रूप में होता है; जैसे—

“One does not need to know anything.....” —T. S. ELIOT

इस वाक्य में Verb ‘do’ का प्रयोग हुआ है और not का स्थान need के पहले है। अतः यहाँ Singular Subject (one) के साथ Verb Singular (does not need) प्रयोग किया है। यदि इस वाक्य में Verb ‘do’ का प्रयोग नहीं होता और not का स्थान need के पहले होता, तो यह वाक्य इस प्रकार का हो जाता—

One need not know anything.....

Exception No. 2—Subject और Verb से सम्बन्धित सामान्य नियम का दूसरा अपवाद यह है कि Subjunctive Mood में—

supposition इत्यादि भाव कथन में या Singular Subject के साथ भी Plural Verb का प्रयोग होता है; जैसे -

"Life has now taken hold on him and tossed him into... firmament, where he bursts into song as if he were combustible."

—D. H. LAWRENCE

"If it were so, poetry would cease to matter." —F. R. LEAVIS

"The same fate would have overcome the pamphleteering of Defoe, were he not the author of Robinson Crusoe and Moll Flanders, or the pamphleteering of Samuel Johnson, were he not the hero of Boswell."

—T. S. ELIOT

इन सभी वाक्यों में Singular Subject (he & it) के साथ Plural Verb 'were' का प्रयोग हुआ है, जो ठुकर है, क्योंकि इनमें Condition या Supposition का भाव मलकता है। कुछ और भी उदाहरण हैं—

I wish I were a king.

If I were you, I would do it.

I wish it were possible.

Were she a bird, she would fly to me.

He commanded as if he were my master.

इन वाक्यों में भी Singular Subject के साथ Plural Verb का प्रयोग ठुकर है, क्योंकि इनसे पेशी अभिलाषा (wish) या कल्पना (supposition) का भाव मलकता है जिसकी पूर्ति असम्भव है। तो, इससे यह स्पष्ट होता है कि वाक्य से कोरी कल्पना का भाव (fact नहीं) मलकने पर Rule of Agreement का Subject और Verb से सम्बन्धित नियम भंग हो जाता है और Singular Subject के साथ भी Plural Verb का प्रयोग होता है।

Note—इस सम्बन्ध में याद रखें कि आधुनिक अंगरेजी में देना प्रयोग अब तिर Verb 'were' तक ही सीमित रह गया है। अन्य Verbs का देना प्रयोग अब सुप-ता हो गया है। इसलिए आधुनिक लेखक If he come के बदले में If he comes लिखना है, क्योंकि अन्य Verbs का Subjunctive Mood में प्रयोग पुराना और भद्दा समझा जाता है, जैसा कि इन आचार्यों ने भी कहा है—

"The Subjunctive form is almost dead in English. It survives in a few main sentences of wish or desire like— God save the king."

—G. H. VALLINS : GOOD ENGLISH

"The Subjunctive Mood is in its death-throes, and the best thing to do is to put it out of its misery as soon as possible."

—SOMERSET MAUGHAM : A WRITER'S NOTE-BOOK

इन बिचारों को ध्यान में रखते हुए आप सिर्फ 'were' का प्रयोग wish या supposition के अर्थ में Singular Subject के साथ करें, पर अन्य Verbs का नहीं। हाँ, कुछ पुराने और प्रसिद्ध वाक्य ऐसे हैं जिन्हें हम भूल नहीं सकते—

God save the king!
Long live the king!
Lord bless you!

इन वाक्यों के आधार पर आधुनिक युग में भी Plural Verbs 'save' और 'live' का प्रयोग Singular Subject के साथ किया जाता है, जैसे—

Long live Indo-Russian friendship!

इन Verbs के अतिरिक्त अब दूसरे Verbs का प्रयोग Subjunctive Mood में नहीं होता है। इसलिए अब it के साथ have बहुत ही भद्दा और पंक्तिऊ (pedantic) समझा जाता है। आप ऐसा प्रयोग न करें—

Murder, though it have no tongue, will speak.

आधुनिक लेखक यह 'have' के बटले 'has' का प्रयोग करता है, जो स्वाभाविक भी लगता है।

EXERCISE

Q. Correct the following sentences—

(a) He needs not write more on this subject. (b) She dares not run away.
(c) He need to labour hard (d) If I was you, I would not agree to that foolish proposal. (e) If he was a bird, he would fly to his lady-love (f) God saves the queen! (g) I would do it if I was he.

Hints—(a) need; (b) dare; (c) needs; (d) were; (e) were; (f) save; (g) were.

तो इस प्रकार, इन दो अपवादों को छोड़कर, यह स्पष्ट है कि Rule of Agreement के अनुसार Subject के number और person पर Verb का number और person निर्भर करता है। ऐसे ही Verb को Finite Verb कहा जाता है। Finite का अर्थ होता है 'limited' (सीमित)। Finite Verb, Subject के द्वारा सदा सीमित रहता है, इसकी कोई अपनी शक्ति नहीं होती।

अब प्रश्न उठता है कि जब यह महत्वपूर्ण नियम इतना सरल है, तो फिर इसका उल्लंघन इतना होता क्यों है? इसके प्रमुख दो कारण हैं—(क)—कर्त्ता का पता नहीं लगना और (ख) कर्त्ता के बचन का पता नहीं चलना। इस रोग के ये दोनों ही कारण, वास्तव में, कोटाणु की तरह इतने सूक्ष्म और भयंकर होते हैं कि अच्छे लोग भी कभी-कभी इनके शिकार हो जाते हैं। इस समस्या की चर्चा महान् आचार्यों के ही शब्दों में सुनें—

"Verbs frequently change their forms and ending to make themselves agree with their nominatives. How necessary it is, then, to know what is, and what is not, a nominative in a sentence!"

—COBBETT : A GRAMMAR OF THE ENGLISH LANGUAGE

co-operation between the two countries have increased (c) The condolence messages received on the death of Dr. Jha speaks highly of his greatness. (d) The rules of this book is easy (e) To these are added this (f) Much of what you have written have already been discussed (g) One of the guests were eager to make a pleasing impression on everyone

Hints—(a) have, (b) has, (c) speak, (d) are, (e) is, (f) has, (g) was

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) The standard of answers—very low. (b) The standard of living of most of the people of the under-developed countries—not high. (c) Sweet—the uses of adversity. (d) My suggestions for improvement—accepted (e) Too great a variety of studies—not very useful (f) The cost of iron and cement—too high (g) The colour and the smell of this flower—very pleasing

Hints—(a) is or was, (b) is; (c) are, (d) are or were, (e) is, (f) is, (g) are.

Rule II. Indefinite Number + of + Noun

कुछ वाक्यों की बनवट इस प्रकार होती है—Indefinite Number + of + Noun/
Pronoun, जैसे—

a number of boys

most of the boys

some of the men

heaps of cups

lots of troubles

इन सभी उदाहरणों में of के पहले ऐसे शब्द आये हैं जिनसे Indefinite Number (बनिरुद्ध सख्या) का बोध होता है। ऐसे वाक्यों में of के बाद आने वाले Noun के अनुसार Verb का Number और Person होता है। Indefinite Number को इस सूची को ध्यान में रखें, क्योंकि ये ही शब्द साधारणतया of के पहले आते हैं और Indefinite Number का बोध कराते हैं—a number, a quarter, two-thirds, three-fourths, all, some, most, mass, minority, majority, part, plenty, per cent, proportion, rest, remainder, half, heaps and lots. उदाहरण—

“There are a large number of people . . . who believe that all ills are fundamentally economic.”

—T. S. ELIOT

“There were a number of such little reasons.”

—ALDOUS HUXLEY

“. . . a number of politicians were struggling to preserve the great traditions of republican Rome.”

—H. G. WELLS

“A number of quotations are added to show how common the abuse is. . .”

—H. W. FOWLER

“A large number of formal restrictions and ancient ‘thou shalt nots’ of academic grammar are now completely outmoded.”

—NORMAN LEWIS

"Between them there is plenty of room for most talents to breathe freely."
—G. B. SHAW

"There are plenty of ecstatic instants which are valueless."
—I. A. RICHARDS

"A large proportion of these essays deal with ethical qualities."
—HUGH WALKER

"A large proportion of this northern army was British"
—H. G. WELLS

"A large part of the distinctive features of the mind are due to its being an instrument for communication."
—I. A. RICHARDS

"For some three or four hundred years a good part of Asia was under a kind of eclipse. . . ."
—JAWAHARLAL NEHRU

"...most of human life has to disappear before he can do us a novel."
—E. M. FORSTER

"Most of those who use it are probably unaware that... 'assets' is itself a singular."
—H. W. FOWLER

"The rest of the prose of the age is too voluminous."
—IFOR EVANS

"The majority of writers never pass that stage."
—EZRA POUND

इन सभी वाक्यों में of के बाद जाने वाले Noun के अनुसार ही Singular या Plural Verb का प्रयोग किया गया है, जो शुद्ध है। कुछ और उदाहरण देखें—

A number of boys are absent.

A quarter of it is.

A quarter of them are.

Two-thirds of the site is lovely.

Two-thirds of the sites are ugly.

The rest of the book is unfinished.

The rest of the books are unfinished.

Half of it is.

Half of them are.

A part of the mango is rotten.

A part of the mangoes are rotten.

Lots of men have come.

Lots of ammunition has been prepared.

About 30 per cent of votes have been polled.

About 30 per cent of the amount has been spent.

इन वाक्यों में ही of के पहले Indefinite Number का प्रयोग हुआ है। हमने of के बाद जाने वाले Noun के अनुसार Verb का प्रयोग हुआ है।

Note (a)—यदि 'lots' के बाद of के बदले किसी Infinitive का प्रयोग हो तो वैसे हालत में उसको (lots को) singular माना जाता है; क्योंकि Infinitive एक Noun के बराबर होता है, जैसे—

There *is* lots to say.

There *is* still lots to do

यहाँ are का प्रयोग अशुद्ध होता।

Note (b)—Number क पहले the या Possessive Adjectives (your, our या their) के आने पर Verb सदा singular रहता है, क्योंकि ऐसी अवस्था में वह (number) Indefinite Number का बोध नहीं करता है, जैसे—

"The number of potential poets born varies... from age to age."

—F. R. LEAVIS

"The number of persons interested in philosophy is always small."

—T. S. ELLOT

इस प्रकार 'the number' और 'a number' में बहुत अन्तर है। पहले के साथ सदा Singular Verb का प्रयोग होता है और दूसरे के साथ सदा Plural Verb का, क्योंकि 'the number' का अर्थ होता है 'एक निश्चित संख्या' (figure), पर 'a number' का 'बहुत' (many), जैसे—

A number of boys *have* come.

The number of boys *is* increasing.

यहाँ a number of boys का अर्थ है 'बहुत लड़के,' पर the number of boys का अर्थ है, 'लड़कों को संख्या'। इन्हीं अर्थों को ध्यान में रखकर इनके साथ Verb का प्रयोग करें।

Note (c)—यदि of के पहले 'the percentage' (per cent नहीं) रहे, तो Verb सदा Singular होता है, जैसे—

The percentage of failures is small

The percentage of illiterate persons is very high

EXERCISE

Q. 1. Correct the sentences—

(a) The number of seats in all the colleges have been doubled. (b) A number of questions has been set (c) Heaps of sand are lying on the bank. (d) The rest of what he said were not heard (e) Part of one of the lower galleries were occupied by musicians in the Elizabethan age. (f) Some of the original freshness of his works are still there. (g) The weakness lies in the middle scenes, some of which is crude (h) There are still lots to decide

Hints—(a) has, (b) have, (c) is, (d) was; (e) was, (f) is; (g) are; (h) is

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) There—a number of books in my library.

(b) The number of fools in every society—large.

- (c) There—still lots to say on this point.
 (d) A greater part of the mangoes—rotten
 (e) Two-thirds of the book—finished.
 (f) Most of his early youth—spent at home

Hints—(a) are; (b) is; (c) is, (d) are; (e) is; (f) was.

Rule III. Collective Noun + of + Noun

बहुल वाक्यों की बनावट इस प्रकार की होती है—Singular Collective Noun + of + Plural Noun, जैसे—

a *series* of mountains.

a *set* of books

ऐसे वाक्यों में Singular Verb का प्रयोग होना चाहिए, क्योंकि of के पहले Collective Noun के आ जाने से इन बहुत वस्तुओं के एक समुदाय (collection) का बोध होता है और वह collection एकता (unity) का अर्थ सूचित करता है। वे Plural Nouns एक मूल में बँधकर सिर्फ एक ही वस्तु (object) का बोध कराते हैं। जिन Plural Nouns से अनेकता (diversity) का अर्थ कलकता है वे Collective Noun के द्वारा एकता (unity) प्राप्त कर लेते हैं। इसी एकता का अर्थ सूचित करने के लिए तो Plural Nouns को of से जोड़कर एक बना दिया जाता है। वही कारण है कि ऐसे वाक्यों में Subject को Singular मानकर Singular Verb का प्रयोग किया जाता है। इसलिए यदि of के पहले a set, a series, a team, a batch, a bunch, a band, a bevy, a herd, a flock, a group, a class इत्यादि Singular Collective Nouns आये तो Singular Verb का प्रयोग करें, जैसे—

“Besides Hardy, Yeats and De La Mare, there was supposed to be a galaxy of Georgian poets”
 —F. R. LEAVIS

“Then there is the central group of Georgian poets.”

—F. R. LEAVIS

“On the other hand is a set of quite different factors.”

—I. A. RICHARDS

“There is a large class of persons... who regard any censure upon a great poet as a breach of peace.....”
 —T. S. ELIOT

“A series of coincidences has permitted me to demonstrate the How To Read thesis in a medium nearer to poetry than painting is.”

—EZRA POUND

बुद्ध और दरदारण ले—

A set of combs has been purchased.

A team of speakers has been selected

A bunch of keys is lying there.

EXERCISE

Q. Correct the following sentences—

(a) A parcel of books have been received. (b) A basket of mangoes are there. (c) A chain of pearls have been prepared. (d) A band of musicians have been engaged. (e) A batch of delegates have been formed.

Hints— Use singular verbs in all the sentences.

Rule IV. Collective Noun and the Verb

जब वाक्य का Subject Collective Noun होता है और उसके बाद of के द्वारा जुदा हुआ कोई Plural Noun नहीं रहता है, तब Verb के प्रयोग में एक कठिनाई सामने आ जाती है, क्योंकि वैसी अवस्था में उसे हम निस्सन्देह Singular या Plural नहीं मान सकते। ऐसा इसलिए होता है कि Collective Noun और Noun of Multitude की सीमा निर्धारित नहीं है। आप जानते हैं कि जब Collective Noun का प्रयोग singular अर्थ में होता है, तब उसे Collective Noun कहा जाता है, पर जब उसका प्रयोग plural अर्थ में होता है, तब उसे Noun of Multitude के नाम से पुकारते हैं, जैसे—

Government, jury, public, committee, federation.

जब इन Nouns का प्रयोग singular में किया जाता है, तब उन्हें Collective Nouns कहते हैं और जब उन्हें plural में प्रयोग किया जाता है, तब Nouns of Multitude.

अब समस्या यह खड़ी होती है कि किस अवस्था में उन्हें Collective Nouns मानकर (अर्थात् Singular मानकर) Singular Verbs का प्रयोग किया जाय और किस अवस्था में Nouns of Multitude मानकर (अर्थात् उन्हें plural मानकर) इनके साथ Plural Verbs का प्रयोग किया जाय। नेसफिल्ड (Nesfield) साहब ने लिखा है—*The Jury were divided* पर, फाउलर (Fowler) साहब के मतानुसार *The Jury was divided* लिखना कहीं अच्छा होता।

जब इन महान् आचार्यों के बीच इतना गहरा मतभेद है, तो फिर साधारण लोगों का कहना ही क्या! वस्तुतः में, यह निर्णय करना कि किस अवस्था में उन्हें Singular और किस अवस्था में Plural माना जाय, कठिन है। इसलिए आप येमे भ्रष्ट-काल में एक सरल नियम को महायत्ना लें—आप अपने इच्छानुसार उन्हें Singular या Plural कोई एक मान लें और उस निर्णय पर स्थ होकर विरवास के साथ Singular या Plural Verbs का प्रयोग करें। इनका अर्थ यह है कि यदि आप उन्हें एक बार Singular मान लेते हैं तो इनके साथ Singular Verbs और Pronouns का प्रयोग आरम्भ से अन्त तक करें, पर यदि उन्हें आप Plural मानते हैं (क्योंकि आपकी ऐसी श्रद्धा होती है), तो उन्हें आरम्भ से अन्त तक Plural ही मानें। आप दोनों मजा एक साथ नहीं उठा सकते, अर्थात् उन्हें आप एक बार Singular और दूसरी बार Plural नहीं मान सकते। जो उन्हें Singular मानकर Singular Verbs का प्रयोग करेंगे वे पूरा इनका समर्थन और जो उन्हें plural मानेंगे उन्हें भी उतना ही आदर मिलेगा, जैसे—

The Government has decided so in its own interest.

The Government have decided so in their own interest.

यहाँ वहाँ वाक्य में Government को Singular मानकर इसके लिए Singular Verb और Singular Pronoun का प्रयोग हुआ है। दूसरे वाक्य में Government को Plural मान कर इसके लिए Plural Verb और Pronoun का प्रयोग किया गया है। इसका मतलब है कि वाक्य ठीक है, या ठीक नहीं है—

The Government has decided so in *their* own interest

The Government have decided so in *its* own interest.

यहाँ वहाँ वाक्य में Government का एक एक Singular मानकर इसके लिए Singular Verb का प्रयोग किया गया है, या दूसरे वाक्य में इसे Plural मानकर इसके लिए Plural Pronoun (their) का प्रयोग कर दिया है। इससे यह स्पष्ट है कि लेखक के निर्णय में वहाँ और वहाँ वाक्य की कमी कमी है। दूसरे वाक्य में भी ऐसा ही किया गया है। इसे वहाँ Plural माना गया है और फिर वहाँ Singular. Singular और Plural के बीच इस प्रकार का अंतर होता है कि अर्थ अर्थ अर्थ है। इसलिए यह वाक्य में Collective Noun Subject हो, या वाक्य एक वाक्य वहाँ वहाँ लिखकर का मतलब कि यह Singular है या Plural. यह अर्थों को समझना या निर्णय करना है और इसके लिए और स्पष्ट प्रयोग का प्रयोग हो नहीं सकता। हाँ, एक वाक्य में निर्णय करें, वाक्य लिखें। इस वाक्य में, अपने मत को ध्यान में रखकर वाक्य में वे विचार व्यक्तित्व लिखें जाते हैं—

"Though Nouns of Multitude may be freely used with either a Singular or a Plural Verb, or be referred to by Pronouns of Singular or Plural meaning, they should not have both."

—FOWLER : KING'S ENGLISH

And again,

"In general it may be said that while there is always a better and a worse in the matter, there is seldom a right and a wrong. failure to abide by the choice when made, and plunging about between 'it' and 'they', 'have' and 'has', 'is' and 'their', and the like, can only be called insult to the reader." —FOWLER : MODERN ENGLISH USAGE

"The subject may be a collective noun, like Congregation, council, federation, company, government, etc. In English usage the decision is left to the writer: only, once having made it, he must stick to it. But there is no rule. Usage changes. Sometimes the Singular is in fashion and sometimes the Plural. It is consistent respect for the decision that matters." —G. H. VALLINS : BETTER ENGLISH

EXERCISE

Q. Correct the following sentences—

(a) The committee are not unanimous in its opinions. (b) The Governing Body at its meeting to-day have decided to appoint a lecturer. (c) The Board has decided to elect their new members. (d) The public have cast its vote in favour of those who can help them in need. (e) The Teachers' Association has submitted

a memorandum for the fulfilment of their demands. (f) The government has to do so in their own interest.

Hints— (a) are their or is . . . its; (b) its . . . has or their . . . have; (c) has . . . its or have . . . their, (d) have . . . their . . . them or has . . . its . . . it; (e) has . . . its or have . . . their; (f) has . . . its or have . . . their.

Rule V Weights & Measures and the Verb

यदि वाक्य का Subject कोर्र ऐसा Noun हो जिससे निश्चित weights, measures, amount या distance (माप-तौल या परिमाण) कम या दूरी का बोध हो, तो Plural रहने पर भी ऐसे Subject के साथ Singular Verb का प्रयोग होता है क्योंकि वैसे एक निश्चित मात्रा या परिमाण का भाव कलकला है; संख्या (number) का नहीं, जैसे—

Ten miles is a long way to walk.

Five rupees is equal to five hundred paise.

इन वाक्यों में पहले का कर्ता miles है जो plural है, पर इसके साथ Singular Verb (is) का प्रयोग है, क्योंकि यहाँ ten miles का अर्थ है—a distance of ten miles, जो एक स्थान की माप (measurement) बतलाना है। दूसरे वाक्य में rupees और paise दोनों Plural हैं और दोनों ही कर्ता हैं पर उनके लिए Singular Verb (is) का प्रयोग हुआ है, क्योंकि वैसे एक रकम (amount) का बोध होता है। इसी प्रकार ये वाक्य भी शुद्ध हैं—

Three tons of coal is enough for me.

Twenty pounds is a handsome amount

यहाँ three tons से एक बस्तु की तौल (weight) का बोध होता है और twenty pounds से एक रकम (amount) का। इसलिए Plural रहने पर भी tons और pounds के लिए Singular Verb का प्रयोग हुआ है। ऐसा ही प्रयोग अ-छे श्रेणिक करते हैं

"Between 1630 and 1643 2,00,000 was spent in conveying 20,000 men, women and children to New England in 200 ships.

—G. M. TRIVELIAN

And again,

"Three thousand miles was a very long way. . ."

— G. M. TRIVELIAN

EXERCISE

Q. 1. Correct the following sentences—

- (a) Ten rupees were paid to him (b) Sixty miles are a long distance
(c) There are five rupees in my pocket (d) Three maunds of coal are my monthly requirement.

Hints— Use Singular Verbs in all the sentences.

Q. 2. Fill up the blanks with suitable Verbs—

(a) There—ten rupees on the table. (b) Five maunds of rice—purchased yesterday (c) Ten miles—not a long distance.

Hints— Use Singular Verbs in all the sentences

Rule VI. Names and Titles and the Verb

यदि वाक्य का Subject किसी व्यक्ति या देश का नाम (name) हो या किसी पुस्तक का शीर्षक (title) हो, तो उसके लिए Singular Verb का प्रयोग होता है, क्योंकि उस Name या Title से एक ही वस्तु का बोध होता है, जैसे—

The United States of America is a great country.

Arabian Nights is a popular book.

Lamb's Tales From Shakespeare is widely read.

इन सभी वाक्यों में Singular Verb का प्रयोग ही शुद्ध है, क्योंकि इनका Subject किसी देश या पुस्तक का नाम है। इसको पहचानने में कोई कठिनाई नहीं होती, क्योंकि ऐसी अवस्था में Names & Titles के सभी शब्द Capital Letters से शुरू होते हैं।

*Note—*आजकल खेल-कूद (sports) की दुनिया में, देश, प्रान्त या क्षेत्र के नाम (name) की Plural अर्थ में प्रयोग किये जाते हैं, अब उनसे एक Team (टीम) का बोध होता है, एक देश, प्रान्त या क्षेत्र के नाम का नहीं। ऐसे अर्थ में Team का प्रयोग Noun of Multitude की भाँति Plural में होता है और इसलिए Plural Verb का प्रयोग होता है, जैसे—

India have lost by three wickets.

Bihar were defeated by Bengal in the first Test Match

Australia have won.

इन वाक्यों में India, Bihar और Australia के लिए Plural Verb का प्रयोग किया गया है जो शुद्ध है, क्योंकि यहाँ इनसे एक देश या प्रान्त के नाम (name) का बोध नहीं होता, बल्कि एक Team का अर्थ सूचित होता है और इसलिए Noun of Multitude की भाँति plural में प्रयुक्त होता है। ऐसे प्रयोग आजकल समाचार-पत्रों और रेडियो में अधिक मिलते हैं। हाँ, ऐसी अवस्था में इनका प्रयोग Singular अर्थ में, Collective Noun की भाँति, अशुद्ध नहीं माना जा सकता।

EXERCISE

Q. Correct the following sentences—

(a) New Bearings have been written by Leavis. (b) T. S. Eliot's Selected Essays are a standard book of criticism. (c) New Bearings in English Poetry are worth reading. (d) Aspects Of The Novel have been written by Forster (e) Hard Times are a great novel. (f) To Daffodils have been composed by Herrick. (g) Dickens have criticised utilitarian philosophy in Hard Times. (h) The United States of America are a big power.

Hints— Use Singular Verbs in all the sentences.

Rule VII. The Inseparables and the Verb

कुछ Nouns ऐसे हैं जो सदा एक साथ जोड़े (Pair) बनकर रहते हैं। उन्हें Inseparables कहा जाता है, क्योंकि उनका एक भाग दूसरे भाग से अलग नहीं होता। ये Nouns हैं—scissors, shears and trousers. वाक्य में Subject की भाँति प्रयुक्त होने पर इनके साथ Plural Verb का प्रयोग होता है, क्योंकि ये निस्सन्देह Plural हैं; पर यदि इनके पहले a pair of आये, तो Singular Verb का प्रयोग होता है, क्योंकि ऐसी अवस्था में इनके दो भागों से एक ही वस्तु का बोध होता है, जैसे—

My scissors are sharp.

A pair of scissors has been purchased.

Trousers are used by many Indians.

A pair of trousers has been made for me.

Rule VIII. The Hyphenated Expression

कुछ वाक्यों में Singular Noun के बाद एक Preposition आता है और उसके बाद उसी Noun को दुहराया जाता है। शब्दों की ऐसी बनावट को Hyphenated Expression कहा जा सकता है, जैसे—row upon row; ship after ship. ऐसे expression के साथ Singular Verb का प्रयोग होता है—

"Letter after letter describes his struggle to find expression."

—RALPH FOX

Row upon row of delicate green is soothing to our eyes.

Ship after ship is sailing by.

One hour after another (hour) has passed away.

इन वाक्यों में Plural Verb का प्रयोग अशुद्ध होता।

Rule IX. Noun-equivalents and the Verb

यदि वाक्य का Subject कोई Noun-equivalent (Noun के समान प्रयुक्त होने वाला शब्द) हो, तो Verb Singular होता है, जैसे—

To walk is healthy.

Walking is a healthy exercise.

How to do it is a problem.

That he is poor is known to me.

यहाँ पहले वाक्य में 'to walk' एक Infinitive है, दूसरे में 'walking' एक Gerund, तीसरे में 'how to do it' एक Phrase और चौथे में 'that he is poor' एक Clause. ये सभी Noun-equivalents हैं। इसलिए इनके लिए Singular Verb का प्रयोग हुआ है, जो शुद्ध है। यहाँ Plural Verb का प्रयोग सर्वथा अनुचित होता।

Rule X. The Adjective and the Verb

यदि Adjective का प्रयोग Noun की तरह हो और उसके बहुत व्यक्तियों या वस्तुओं का बोध हो, तो वस्तु का Subject होने पर उसके साथ Plural Verb का प्रयोग होता है, जैसे—

The *rich* are happy.
The *poor* are unhappy.
The *honest* are poor.
The *virtuous* are blessed.
The *blind* do not receive light.

इन वाक्यों में Singular Verb का प्रयोग अशुद्ध होता ।

Rule XI. 'Many a an' and 'More than one'

Many a/an और more than one के साथ सदा Singular Verb का प्रयोग होता है, जैसे—

Many a man was killed.
More than one boy was absent.

इस सम्बन्ध में इस विचार पर ध्यान दें—

"More than one, though its sense is necessarily plural, is treated as a sort of compound of 'one', following its construction and agrees with a singular noun and takes a singular verb—

More than one workman was killed.
More than one workman was killed, not 'workmen' or 'were'.

—FOWLER : MODERN ENGLISH USAGE

देखिए, इस वाक्य में नियम का पालन हुआ है—

"Many of you will have the burden of facing these problems which . . . may last for a generation or more than one generation."

—JAWAHARLAL NEHRU

EXERCISE

Q. Correct the following sentences—

(a) More than one men were rewarded. (b) Many a books have been written. (c) More than one hours have passed. (d) Many a roses bloom and waste themselves in the desert air. (e) Many an ugly scenes were seen.

Hints—(a) man was; (b) book has; (c) hour has; (d) rose blooms and wastes itself; (e) scene was.

Rule XII. The Apposition and the Verb

यदि Apposition का प्रयोग हो, तो Verb सदा Apposition पद के पहले आने वाले Noun या Pronoun के अनुसार होता है, Apposition पद के अनुसार नहीं, जैसे—

I, Rajendra Prasad, am a student.

You, boy, are very wicked.

यहाँ पहले वाक्य में Rajendra Prasad और दूसरे में 'boy' Apposition पद हैं, क्योंकि इनका प्रयोग I और You के अर्थ को स्पष्ट करने के लिए या इनको ब्याख्या के रूप में हुआ है और इनको comma के बीच रखा गया है। इसलिए इन वाक्यों के Verbs Apposition पद के पहले आने वाले Pronouns (I और You) के अनुसार हैं, Apposition पद (Rajendra Prasad और boy) के अनुसार नहीं। इन वाक्यों में am और are के बदले is का प्रयोग भ्रमकर भूल समझा जाता।

EXERCISE

Q. Correct the following sentences—

(a) I, Mohan, is a student of I. A. (b) You, the son of a rich man, is very lucky. (c) He, the only son of his old parents, are very dutiful (d) I, the man you were looking for, is here (e) You, my life-long companion, has been very helpful.

Hints— (a) am; (b) are, (c) is; (d) am; (e) have.

Rule XIII. Distributive Pronouns and the Verb

यदि वाक्य का Subject कोई Distributive Pronoun (each, every, one, either या neither) हो तो Verb सदा Singular होता है, जैसे—

Each of them has gone.

Neither of the two views is acceptable.

यहाँ Plural Verb का प्रयोग सर्वथा अनुचित होता। इन वाक्यों में इन नियम पर ध्यान दें—

"Each as subject is invariably singular, even when followed by 'of them' etc., e.g. Each of the wheels has three spokes."

—FOWLER : MODERN ENGLISH USAGE

And again,

"The use of plural verb after Either, as, in 'Either of these methods are successful' is a common grammatical blunder."

—FOWLER : MODERN ENGLISH USAGE

इन छोटे नियम का उल्लंघन करके इन वाक्यों में भ्रमकर भूल हो रही है—

".....but neither of them were able to enter it."

—S. RICHARDSON

"Neither of these two were more than minor poets."

— LAWRENCE DURRELL

"Each of these are a series of moral essays."

—OLIVER ELTON

इन वाक्यों को देखकर आप ऐसा न सोचें कि व्याकरण का यह नियम अब प्रयोग में नहीं है। आज भी साक्षात्कारी से लिखने वाले लेखक इस नियम का पालन सम्मान के साथ करते हैं। अमेरिका में भी, जहाँ व्याकरण के बहुत-से पुराने नियमों को अब तोड़ दिया गया है, इसका पालन किया जाता है। देखिये अमेरिका के प्रसिद्ध व्याकरणकारों के वाक्यों को—

"Neither of Bile's sisters has much luck in snaring a husband."

—NORMAN LEWIS

"Is either of your sisters working?"

—NORMAN LEWIS

Note— यदि Each का प्रयोग Plural Noun या Pronoun के बाद हो, तो Verb Plural होता है, जैसे—

We each wish to rise.

इस वाक्य का Verb (wish) Plural है, क्योंकि Each का प्रयोग Plural Pronoun (we) के बाद हुआ है। एक दूसरा उदाहरण भी लें—

The wheels each have twelve spokes. यहाँ Plural Noun (wheels) के बाद Each आया है। इसलिए Plural Verb (have) का प्रयोग शुद्ध है। इन दोनों वाक्यों में Singular Verb का प्रयोग अशुद्ध समझा जाता।

EXERCISE

Q. 1. Correct the following sentences—

(a) Either of these methods are successful (b) The conception is faulty for two reasons, neither of which are noticed by Plato. (c) Neither of them were there. (d) Either of the roads are long. (e) Each of the students have to pay college tuition-fee every month. (f) Everyone of his sisters are unmarried. (g) They each has a book.

Hints— Use Singular Verbs in all the sentences except in (g).

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) Either of the two roads—bad. (b) Neither of the sisters—married. (c) Each of them—present. (d)—either of your sisters working? (e) Everyone of them—a fool. (f) We each—a problem.

Hints— Use Singular Verbs in all the sentences except in (f).

Rule XIV. Indefinite Pronouns and the Verb

यदि वाक्य का Subject कोई Indefinite Pronoun होता है तब साधारणतः कोई कठिनाई नहीं होती है, क्योंकि यह निस्सन्देह Singular होता है या Plural, जैसे—one,

everyone, anyone, no one, someone, nobody & somebody सदा singular रहते हैं और इसलिए इनके साथ Singular Verb आता है।

इसी प्रकार both, many, some, and few plural हैं। अतः इनके साथ Plural Verb आता है, जैसे—

Everyone knows this.

Many of them know this.

No one knows this.

Both of them know this.

Someone has said so.

तो इनमें Indefinite Pronouns हैं जिनके प्रयोग में कुछ कठिनाई होती है। ये हैं—none, any, all इसलिए इनको चर्चा विन्तारपूर्वक की जाती है।

NONE

None के साथ Singular Verb का प्रयोग हो या Plural का, इस सम्बन्ध में इन विचारों पर ध्यान दें—

"None is an abbreviated form of not-one or no-one and would, therefore, seem to be singular, but in its context it usually has a plural sense—'At the time of the collision several persons were in the tram-car but none were injured.' Only a literary purist would write 'was' and he would probably be influenced by Dryden's famous line—None but the brave deserves the fair. But in a mistaken devotion to grammar he would be sinning against usage." —G. H. VALLINS . GOOD ENGLISH

"None is more often used with the Verb in the plural and has come to be regarded as the negative of 'any' (plural)."

—L. TIPPING : A HIGHER ENGLISH GRAMMAR

"None was originally used only as singular but it has also acquired a plural meaning—None have gone away yet."

—NESFIELD : AIDS TO STUDY OF ENGLISH COMPOSITION

"It is a mistake to suppose that the Pronoun 'none' is singular only and must at all costs be followed by Singular Verbs; The Oxford English Dictionary explicitly states that plural construction is commoner."

—FOWLER : MODERN ENGLISH USAGE

इन आचार्यों के कहने का अविषय यह है कि अब आधुनिक अंगरेजी में None का प्रयोग plural में हो जाता है जैसा कि ऊपर के उदाहरणों द्वारा भी बतलाया गया है—

None were injured.

None have gone away yet.

इन की संख्या दें -

"He lived in the Victorian period *unconscious of dithyrambies* because for him there were none."
—F. B. LEAVIS

"He looks constantly to see whether there are any more. There are none."
O. B. SHAW

"None of his translations have been able to catch the manner."

THE KENYON REVIEW : Spring '55

"None of the military services get all they want, none are crippled."
THE NEW YORK TIMES : Jan. 20, '57

"none of the puns characters are just decorative."

E. M. FORSTER

"... which states and gapes at nature, or trembles at portents where none were intended."
—BASIL WILLEY

इन वाक्यों में none को plural मानकर उनके लिए Plural Verb का प्रयोग किया गया है। व्याकरणशास्त्रों के मान्यताओं की, जिनके विचार करने से बचने पड़े हैं, ऐसा प्रयोग गड़ है। पर इन वाक्यों को देखें—

"I would suggest that none of the plays of Shakespeare has a meaning..."
—T. S. ELIOT

"None of the obvious complaints that were or might have been brought to bear upon the first Poems and Ballads holds good."
—T. S. ELIOT

"None of his works shows more clearly how wide and unexpected were the resources of his genius."
—IFOR EVANS

"... which none of his imitators have approached."

—IFOR EVANS

यहाँ पहले दो वाक्यों में Singular Verbs (has and holds) का प्रयोग किया गया है, क्योंकि Eliot साहब ने none को Singular माना है। तीसरे वाक्य में इसके लिए Ifor Evans साहब ने Singular Verb का प्रयोग किया है, पर उसी लेखक ने चौथे वाक्य में Plural Verb का प्रयोग किया है। इससे यह स्पष्ट है कि none का प्रयोग आवश्यक दोनों ही प्रकार से हो रहा है। कोई इसे singular मानता है और कोई plural और कोई कभी singular और कभी plural के जैसा प्रयोग करता है। मेरे विचार में, व्याकरण और प्रयोग दोनों ही दृष्टियों से, सर्वोत्तम मार्ग यह है कि कभी none के साथ साथ Singular Verb का प्रयोग करें और none of के बाद Plural Noun या Pronoun जाने पर इसके साथ Plural Verb का। यदि Eliot साहब ने ऊपर के अपने वाक्यों में Plural Verb का प्रयोग किया होता तो और अच्छा होता, पर यह कहना उचित नहीं कि उनके वाक्य गड़ हैं। आप इतना ही कह सकते हैं कि वे वाक्य कुछ पुराने लगते हैं।

ANY

Any का प्रयोग singular और plural दोनों ही तरह से होता है, जैसे—

Does any of them know ?

Do any of them know ?

Any of these is long enough.

Any of these are long enough.

Any के साथ Verb के प्रयोग में अग्रदि नहीं होते, क्योंकि इसके साथ Verb singular होता है और plural भी, जैसा कि इन वाक्यों से स्पष्ट है।

ALL

All का भी प्रयोग singular और plural दोनों ही तरह से होता है; जैसे—

All is well. All are well.

ये दोनों वाक्य शुद्ध हैं। हाँ, इनके अर्थों में थोड़ा अन्तर अवश्य है। पहले वाक्य में All से everything या whole (singular) का बोध होता है, पर दूसरे से all persons या things (plural) का। कुछ और उदाहरण लें—

All's well that ends well.

All that glitters is not gold.

इन वाक्यों में All का प्रयोग everything के अर्थ में हुआ है और इसलिए Singular Verb का प्रयोग किया गया है। जब all का अर्थ all men या things हो तो Plural Verb का प्रयोग होना चाहिए, पर जब all का अर्थ everything या whole हो, तो Singular Verb का। इसलिए all of us knows और all has gone away, अशुद्ध वाक्य हैं, all is not yet lost शुद्ध।

Rule XV. 'Former,' 'Latter,' 'Following' and 'Undersigned'

Pronoun की भाँति इनका प्रयोग Noun के बदले में होता है और इसलिए वाक्य में उनके साथ Verb singular भी हो सकता है और plural भी। यदि इनका प्रयोग केवल एक Noun के बदले में हो, तो Verb singular होता है, पर यदि ये एक से अधिक Noun के बदले में अर्थात् तो Verb plural, जैसे—

"The great advantage of Dryden over Milton is that the former is always in control of his ascent... the latter has created a perch from which he cannot afford to fall. . ."

—T. S. ELIOT

"It is what makes Marvell a classic; classic in sense in which Gray and Collins are not; for the latter with all their accredited purity, are poor in shades of feeling. . ."

—T. S. ELIOT

यहाँ पहले वाक्य में the former और the latter के लिए Singular Verb आया है, क्योंकि ये दोनों ही Singular Noun के लिए प्रयुक्त हुए हैं—the former 'Dryden' के लिए और the latter 'Milton' के लिए। दूसरे वाक्य में the latter के लिए

Verb (are) का प्रयोग हुआ है, क्योंकि यहाँ यह दो Nouns (Gray and Collins) plural के लिए आया है। अतः यहाँ are के बदले is का प्रयोग अशुद्ध होता। The following के साथ भी यही नियम लागू होता है, जैसे—

"The following have left the Raj Bhawan—

Dr. V. K. R. V. Rao and Shri N. B. Subbakrishna."

—THE INDIAN NATION : Feb. 18, '57

"Following is the All-India weather report."

—THE INDIAN NATION : Feb. 18, '57

यहाँ पहले वाक्य में the following के साथ Plural Verb (have) का प्रयोग शुद्ध है, क्योंकि यहाँ यह दो व्यक्तियों के लिए आया है। दूसरे वाक्य में following के साथ Singular Verb (is) का प्रयोग हुआ है जो शुद्ध है, क्योंकि यहाँ यह Singular Noun (report) के लिए प्रयुक्त हुआ है।

Note—एक बात याद रखें कि former, latter, following तथा undersigned में s लगाकर इनके Plural बनाना भूल है। अतः following का followings और undersigned का undersigneds नहीं हो सकता।

EXERCISE

Q. Correct the following sentences—

(a) Both Keats and Shelley are good poets but the latter are not as great as the former. (b) Shaw and Shakespeare are great dramatists, but the difference is that the former are anti-romantic whereas the latter are romantic. (c) The following are the weather report. (d) The undersigneds request the pleasure of your company.

Hint—(a) the latter is; (b) the former is . . . the latter is; (c) is; (d) undersigned.

Rule XVI. Subject + Verb 'to be' + Complement

कुछ वाक्यों की बनवट इस प्रकार की होती है—Subject + Verb 'to be' + Complement, जैसे—

It is he. It is they.

यहाँ इन वाक्यों में 'It' Subject है, 'is' Verb 'to be' और 'he' तथा 'they' Complements हैं। ऐसे वाक्यों में Verb 'to be' का number और person Subject के अनुसार होना है, Complement के अनुसार नहीं। Subject को पहचानने में कोई भी कठिनाई नहीं होती है, क्योंकि Assertive Sentence में Verb 'to be' के पहले जो Noun वा Pronoun रहना है वही Subject होता है और Verb 'to be' के बाद जो Noun वा Pronoun आता है, वह होता है Complement, जैसा कि ऊपर के वाक्यों में स्पष्ट है। इसलिए दूसरे वाक्य की it is they के बदले it are they कर देना अशुद्ध होगा। जो लोग it are they कर देते हैं वे समझते हैं कि 'they' Subject है, पर वास्तव

में यह है Complement और इसलिए इसका अंतर Verb के ऊपर नहीं पढ़ सकता। कुछ और उदाहरण लें—

The last *crop* was potatoes.

Our only *guide* was the stars.

इन वाक्यों में Singular Verb 'was' का प्रयोग शुद्ध है; क्योंकि यह Singular Subject, क्रमशः 'crop' और 'guide' के अनुसार प्रयुक्त हुआ है। यदि यहाँ potatoes और stars को Subject मान कर Plural Verb का प्रयोग किया जाता तो वह अशुद्ध हो जाता। इस सम्बन्ध में इस नियम को याद रखें—

"The Noun that stands before the Verb should be regarded as the Subject and the Verb adapted to it." —FOWLER : KING'S ENGLISH

अच्छे लेखक इस नियम का पालन धादरपूर्वक करते हैं—

"What concerns criticism is not the avowed or unavowed motives of the artist. . . ." —I. A RICHARDS

"Coleridge's supreme contribution to poetry was the three poems." —C. M. BOWRA

Note—(a) एक बहुत पुराना पर प्रसिद्ध वाक्य है—

The wages of sin is death.

यहाँ Singular Verb (is) का प्रयोग कर दिया गया है यद्यपि Subject (wages) plural है। आधुनिक प्रयोग के अनुसार यहाँ are होना चाहिए। लेखक ने शायद wages को Singular मानकर या death को Subject समझकर Singular Verb का प्रयोग किया है। आप ऐसा न करें और न इसके आधार पर कोई दूसरा वाक्य बनायें।

(b) ऊपर कहा गया है कि Verb 'to be' के पहले आने वाला Noun या Pronoun हो Subject होता है, पर Interrogative sentence में Verb 'to be' के बाद आने वाला Noun या Pronoun हो Subject होता है, Verb 'to be' के पहले आने वाला नहीं, देखें—

What proof are these tears ?

यहाँ are के बाद आने वाला Noun (tears) Subject है, इसके पहले आने वाला Noun (proof) नहीं, क्योंकि यह Interrogative sentence है। अतः Plural Verb का प्रयोग शुद्ध है। इसलिए,

What armour is your achievements against death ?

में Plural Verb 'are' का प्रयोग होना चाहिए, क्योंकि यहाँ Subject achievements, armour नहीं।

EXERCISE

Q. Correct the following sentences—

(a) The only difficulty are the fast changes brought about. (b) The most pompous monument of Egyptian greatness are the pyramids. (c) My great need

are the clothes. (d) Man's only friend are his moral qualities. (e) What he requires are books and clothes. (f) The trouble with most men's family lives are their mothers in law. (g) What we need in the modern world are moral qualities. (h) I is he. (i) He am I (j) You is he (k) It are they.

Hints—Use Singular Verbs in all the sentences from (a) to (g), but 'am' in (h); 'is' in (i), 'are' in (j), and 'is' in (k)

Rule XVII. Relative Pronouns and the Verb

यदि Subject कोई Relative Pronoun (who, which, or that) हो, तो Verb उसके Antecedent के अनुसार होता है। Antecedent उन Noun या Pronoun को कहते हैं जो Relative Pronoun के पहले आता है, प्रयोग जिसके लिए Relative Pronoun का प्रयोग होता है, जैसे—

The man who is here is my friend.

The men who are here are my friends.

यहाँ दोनों ही वाक्यों में Relative Pronoun 'who' है, पर पहले का Antecedent Singular Noun (man) है और दूसरे का Plural Noun (men). अब: पहले वाक्य में Verb singular है और दूसरे में plural. कुछ और उदाहरण लें—

I am the man who has helped you.

It is I who have helped you.

पहले वाक्य में Singular Verb का प्रयोग हुआ है, क्योंकि Relative Pronoun (who) का Antecedent (man) singular है। दूसरे वाक्य में Plural Verb (have) का प्रयोग हुआ है, क्योंकि यहाँ Relative Pronoun (who) का Antecedent (I) first person है, जिसके लिए Present Tense में Plural Verb (have) आता है; यहाँ पहले वाक्य में have और दूसरे वाक्य में has का प्रयोग अशुद्ध होता।

Caution—जब वाक्य में *one of* का प्रयोग हो, तो *of* के बाद आने वाले Noun या Pronoun को ही Antecedent मानें और उसके अनुसार Verb का प्रयोग करें, *of* के पहले आने वाले (one) के अनुसार नहीं, जैसे—

She is one of those who do not accept this view.

यहाँ who का Antecedent 'those' है, 'one' नहीं और इसलिए Relative Pronoun (who) के लिए Plural Verb (do) का प्रयोग किया गया है। यहाँ Singular Verb का प्रयोग अशुद्ध होता। शायद असावधानी के कारण ही इन महान् लेखकों ने इन वाक्यों में Singular Verb का प्रयोग किया है जो उचित नहीं—

"This, it may be, is one of the first difficulties that faces us in a library."
—VIRGINIA WOOLF

"It was this that was worrying Gide, or rather one of the things that was worrying him..."
—E. M. FORSTER

"One of the qualities that marks the romantic from the classical attitude derives from this difference in the feeling for time."

—DR. A. A. MENDILOV

"I am not one of the desk-pounding types that likes to stick out his jaws."
—THE NEW YORK TIMES : Jan. 20, '57

इन वाक्यों में Plural Verbs क्रमशः face, were, mark और like का प्रयोग होना चाहिए, क्योंकि इन वाक्यों में Relative Pronouns के Antecedents हैं क्रमशः difficulties, things, qualities और types जो सभी plural हैं। देखिए, सवधानी से लिखने पर वाक्य शुद्ध होते हैं—

"He (Dryden) remains one of those who have set standards for English verse...."
—T. S. ELIOT

"His (Andrew Lang's) sonnet is one of the most interesting of the many documents that are to be found in the Oxford Book of English Verse."
—F. R. LEAVIS

"But this is one of the hundred faults.... which do not matter."
—OLIVER ELTON

"Palpable is one of the words that are liable to clumsy treatment of this sort....."
—H. W. FOWLER

इन वाक्यों में Relative Pronoun (who, that, which, that) के लिए Plural Verbs का प्रयोग शुद्ध है, क्योंकि इनके Antecedents क्रमशः those, documents, faults और words हैं जो plural हैं। आप भी चेला हो करें।

EXERCISE

Q. 1. Correct the following sentences—

(a) He is one of the best men that has ever lived. (b) I am the man who am to blame (c) You are the boy who have beaten me (d) It is you who has said so. (e) I am one of those who am of a different view. (f) He is one of those who has served this country heart and soul. (g) I am the man who have done it. (h) This is an epoch of one of the most singular discoveries that has been made amongst men. (i) It is I who is your best friend

Hints— (a) have; (b) is, (c) has, (d) have; (e) are; (f) have, (g) has; (h) have, (i) am.

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) It is I who—responsible for this. (b) I am the man who—guilty. (c) This is one of the hundred facts which—so common. (d) I am the one who—to blame. (e) He is one of those men who—always finding fault (f) You are the person who—really guilty.

Hints— (a) am; (b) is; (c) are; (d) is; (e) are; (f) is

Rule. XVIII. 'And' and the Verb

Rule (a)— यदि दो या दो से अधिक Nouns या Pronouns को and से जोड़ा जाय, तो Verb plural होता है; जैसे—

Donne and Swift were men of wit.

Two and two make four.

She and I are friends.

You and he are neighbours.

Rule (b)— यदि and से मयुक्त Singular Nouns एक ही व्यक्ति या वस्तु का बोध कराते तो Verb singular होता है; जैसे—

The Magistrate and Collector is on tour.

यहाँ दो Singular Nouns (Magistrate and Collector) को and से जोड़े गये हैं एक ही व्यक्ति का बोध कराते हैं, दो का नहीं, क्योंकि लिखे गये Noun के साथ Article का प्रयोग किया गया है। यदि इन दोनों के साथ Article का प्रयोग हुआ होता, तो वे दो व्यक्तियों का बोध कराते और उस मकाम से plural माने जाते, जैसे—

The Magistrate and the Collector are on tour.

इसी प्रकार,

The poet and philosopher has said so.

यहाँ Singular Verb (has) का प्रयोग हुआ है, क्योंकि यहाँ एक ही Noun के पहले Article लगा है और इसलिए ऐसा मान्य होता है कि यहाँ एक ही व्यक्ति poet और philosopher होता है। यदि यहाँ इन दोनों ही Nouns के पहले Article या साथ तो हमसे मान्य होगा कि यहाँ व्यक्ति हैं और इसलिए Verb plural ही वास्तविक; जैसे—

The poet and the philosopher have said so

Note— एक ही एक (figures) and से मयुक्त गये हैं और उनके साथ Verb 'to be' लगा है, जो कि Third Person Singular (is) ही लगाने है और Plural (are) भी, क्योंकि वे एक ही एक ही हैं, जैसे—

Two and two is four

Two and two are four

जो कि एक ही Singular Verb का प्रयोग करते हैं वे भी कि मयुक्त एक ही का एक Mathematical concept माना है और जो Plural Verb का प्रयोग करते हैं वे एक ही एक ही नहीं मान्य हैं। वे एक ही का विचार मयुक्त हैं और इसलिए यहाँ ही वास्तविक का ही प्रयोग करना है। इन वाक्यों में एक ही एक ही का ही प्रयोग है।

"Two and two both" right. But do not jump to the conclusion that "Two and two are both" is wrong—both verbs are equally acceptable in this case. (The correct construction is "Two and two are both")

यहाँ वास्तविक है कि एक ही एक ही Singular Verb 'to be' का ही प्रयोग करना चाहिए क्योंकि Mathematical concept ही एक ही एक ही का ही प्रयोग है।

Two plus two is four

Two plus two are four

Two plus two is four.

Rule (c)—कुछ ऐसे Singular Nouns हैं जो and से संयुक्त रहते हैं और प्रयोग में बराबर एक साथ आते हैं, मानो एक Noun दूसरे का जोड़ा (pair) हो। इनलिए ऐसे Nouns को "Parcel Subject" भी कहा जाता है। ऐसे वाक्यों में Verb singular रहता है; जैसे—

Bread and butter is a rich food.

Horse and carriage is waiting at the gate.

The crown and glory of life is character

Pen and ink is required for me.

इन सभी वाक्यों में दो-दो Nouns 'and' से जोड़े गये हैं पर Verb है singular, क्योंकि प्रयोग में and से संयुक्त ये Nouns बराबर जोड़े बनकर आते हैं और एक साथ मिलकर एक ही वस्तु का बोध कराते हैं।

Note—ऐसे वाक्यों में भी Plural Verbs का प्रयोग हो सकता है और होना भी चाहिए, जब इन जोड़े Nouns से एक वस्तु का नहीं बरन एक से अधिक का बोध होता है। ऐसी अवस्था में Verb के Complement से यह पता चल जाता है कि ये Nouns मिलकर एक वस्तु का बोध कराते हैं या ये अलग-अलग कई वस्तुओं का बोध कराते हैं; जैसे—

Bread and water are the necessaries of life.

यहाँ 'necessaries' जो Plural Noun है Verb का Complement है। इनके Number से यह पता चलता है कि इस वाक्य में 'bread' और 'water' दो अलग अलग वस्तु हैं, दोनों मिलकर एक नहीं। यदि ये एक ही वस्तु का बोध कराते, तो Complement plural होता ही क्यों? अतः इससे यह स्पष्ट है कि ऐसे वाक्यों में Plural Verb का प्रयोग होना चाहिए। इसी प्रकार यदि वाक्य ऐसा हो—

Bread and water is the simplest food.

तो यहाँ Singular Verb (is) का प्रयोग शुद्ध होगा, क्योंकि Singular Complement (food) यह बतलाता है कि bread और water दो अलग-अलग वस्तुएँ नहीं हैं बल्कि ये दोनों मिलकर एक वस्तु (food) का बोध कराते हैं।

Rule (d)—यदि Singular Nouns को and से जोड़ा जाय और उनमें से एक के पहले भी each, every या no का प्रयोग हो, तो Verb singular होता है, जैसे—

Each man and each woman is of the same opinion.

Every Tom, Dick and Harry wears suit these days

Every day and every night brings its own pleasures for us

No boy and no girl was present there.

इन वाक्यों में Nouns को and से जोड़ा गया है, फिर भी Verbs singular है, क्योंकि इन Nouns के पहले each, every या no का प्रयोग हुआ है। यहाँ Plural Verb का प्रयोग अशुद्ध होता। अब इन वाक्यों को देखें—

"Life.....is a long stretch full of variety, in which every hour and circumstance have their peculiar merit."

—VIRGINIA WOOLF

"... Every town and every village were so short of labour after the Black Death that high wages were given to immigrants."

—G. M. TREVELYAN

यहाँ निम्नानुसार पहले वाक्य में has और its का प्रयोग होना चाहिए और दूसरे में was का। ध्यान देना मन गोवें कि देगे वाक्यों में Plural Verb का प्रयोग अब शुद्ध माना जाता है, क्योंकि इनके भी महान प्राकृतिक श्रेयकों ने हम निम्न का ध्यान प्रदर्शित किया है।

EXERCISE

Q. 1. Correct the following sentences—

(a) You and I am neighbours. (b) He and I is class-friends. (c) The guide and guardian are dead. (d) The leader and scholar are to address this meeting to-day. (e) Ink and paper is necessary articles of daily use. (f) Rice and fish are my favourite dish. (g) Milk and honey is costly things (h) The Magistrate and Collector were present there. (i) Every boy and every girl have attended this meeting. (j) No student and no teacher were present there.

Hints—(a) are; (b) are; (c) is; (d) is; (e) are; (f) is; (g) are; (h) was; (i) has; (j) was.

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) Every thought and every feeling—not valuable. (b) The poet and the critic—of different opinions on this matter. (c) He and I—bosom friends. (d) Pen and paper—necessary articles for students. (e) Bread and butter—a rich food. (f) The poet and scholar—dead.

Hints—(a) is; (b) are; (c) are; (d) are; (e) is; (f) is.

Rule XIX. 'As well as' etc. and the Verb

Rule (a)—यदि वाक्य में Subjects को as well as, and not, with, together with, along with, in addition to, rather than, more than, like, unlike, but, except, besides, including या excluding के द्वारा जोड़ा जाय (या अलग किया जाय), तो Verb के number और person पहले Subject के अनुसार होते हैं, जैसे—

"His (Blake's) philosophy, like his visions... was his own."

—T. S. ELIOT

"Solid qualities, like a good marriage settlement, endure."

—OLIVER ELTON

"This broken talk, with its exclamations, interruptions and changes of voice, is also found in Sterne."

—OLIVER ELTON

"Dante, more than any other poet, has succeeded in dealing with his philosophy..."

—T. S. ELIOT

यहाँ पहले वाक्य में Singular Verb (was) का प्रयोग हुआ है और दूसरे में Plural Verb (endure) का, जो शुद्ध है, क्योंकि पहले वाक्य में like के पहले Singular Noun (philosophy) आया है और दूसरे में Plural Noun (qualities). इसी प्रकार तीसरे और चौथे वाक्यों में Singular Verb का प्रयोग शुद्ध है, क्योंकि like और more than के पहले क्रमशः Singular Nouns (talk और Dante) का प्रयोग हुआ है। कुछ और भी उदाहरण लें—

The *thief*, as well as his sons, *was* arrested.

The *thief*, and not his sons, *was* guilty.

He, rather than his victims, *was* really unhappy in the end.

इन सभी वाक्यों में as well as, and not और rather than के पहले आने वाले Noun या Pronoun के अनुसार Verb का प्रयोग हुआ है, इसलिए वे वाक्य शुद्ध हैं। इस साधारण नियम का उल्लंघन कर इन निम्नलिखित वाक्यों में भ्रम कर भूल की गयी है—

... a taxi along with two employees of the cinema house are also traceless.

On this opening ceremony were present Commissioner, Tirhut Division, Shri S. V. Sohni, I. C. S., together with that great stalwart Shri Moinul Haque.

यहाँ इन दोनों ही वाक्यों में Singular Verbs का प्रयोग होना चाहिए, क्योंकि along with और together with के पहले क्रमशः taxi और Commissioner आये हैं जो Singular Nouns हैं।

Rule (b)—यदि दो Subject को *not only...but* या *not only...but also* के द्वारा जोड़ा जाय, तो Verb के number और person अन्तिम Subject के अनुसार होते हैं, जैसे—

Not only India but all countries are in trouble.

Not only he but all his friends were arrested.

अगर यहाँ पहले वाक्य में India और दूसरे वाक्य में he के अनुसार Singular Verb का प्रयोग होता तो वह अशुद्ध होता।

EXERCISE

Q. 1. Correct the following sentences—

(a) He as well as I are guilty (b) The house with all its belongings, were sold away. (c) You, rather than your father, is to blame. (d) Ram, like all his companions, are a spoilt child. (e) No one except a few fortunate shareholders have reaped the harvest. (f) You as well as I am responsible for this action. (g) The ship with all its passengers were lost. (h) There are nothing but miseries in life. (i) Not only she but all her sisters has been married.

Hints— (a) is; (b) was; (c) are (d) is, (e) has; (f) are; (g) was; (h) is; (i) have been.

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) These houses with a garden in front—lovely. (b) He as well as I—present. (c) He more than his parents—responsible for his bad career. (d) Ram along with his friends—going to the college. (e) You, unlike your father,—a miser. (f) The robber as well as his associates—arrested

Hints—(a) are, (b) is or was; (c) is or was; (d) is or was; (e) are; (f) was.

Rule XX. The Separators and the Verb

Rule (a)—यदि or, nor, either. . . . or या neither. . . . nor के द्वारा दो या दो से अधिक Singular Nouns या Third Person के Singular Pronouns को अलग (separate) किया जाय, तो Verb singular होता है; जैसे—

Neither *beauty* nor *duty* is an armour against death.

Either *rain* or *storm* is to come.

Neither *he* nor *she* is here.

इन नियम की अवहेलना अंगरेजी के कुछ प्रसिद्ध विद्वानों ने की है—

“Neither *search* nor *labour* are necessary” —DR. JOHNSON

“Neither *painting* nor *fighting* feed men.” —RUSKIN

“Parody or adaptation have enormous advantages to certain novelists.” —E. M. FORSTER

“A chance word or sigh are just as much evidence as a speechor a murder.” —E. M. FORSTER

“No young lady of Miss Austen’s acquaintance waiting eagerly for the appearance of Scott’s or Byron’s next volume of verse, seems ever to have asked what Mr. Thrope or Mr. Tom Bertram were going to do to serve their country in times of danger.” —G. M. TREVELYAN

इन वाक्यों वाक्यों में Singular Verb का प्रयोग होना चाहिए। अतः इन महान् लेखकों को देखकर देना मन मोचें कि यह नियम अब टूट गया है। मन्त्र तो यह है कि सावधानों से लिखने वाले प्रायः के महान् लेखक भी इन नियम का पालन कर रहे हैं, और वे जेगह तो निरन्तर ही डॉ० मानसन और रमकिन आदि लोगों से बड़े हैं। पढ़-दो उदाहरण यों—

“A reader or auditor is at liberty to remain passive.”

—EZRA POUND

“The teacher or lecturer is a danger.”

—EZRA POUND

“We say, in a vague way, that Shakespeare, or Dante, or Lucretius is a poet who thinks.” —T. S. ELIOT

Neither the letter nor the writer was in any degree interesting.

—JANE AUSTEN

इन वाक्यों में इन महान् श्लेषों ने नियमानुसार Singular Verb का प्रयोग किया है। आप भी ऐसा ही करें।

Rule (b)—यदि Plural Nouns या Pronouns को *or, nor, either**or* या *neither*.....*nor* के द्वारा अलग किया जाय, तो Verb plural होता है; जैसे—

Neither men nor women have come.
Either you or we have to do it.
Neither we nor they are to blame.

Rule (c)—यदि भिन्न-भिन्न persons के Nouns या Pronouns को *or, nor, either**or* या *neither*.....*nor* के द्वारा अलग किया जाय, तो वाक्य में पहले Second Person का Pronoun आता है, उसके बाद Third Person का और अन्त में First Person का (2 3 1) और Verb अपने सबसे नजदीक आने वाले Pronoun के अनुसार होता है; जैसे—

Either he or I am guilty.
Neither you nor he is guilty.
Neither you nor I am guilty.
Is he or I to blame ?
Are you or he to blame ?
Are you or I to blame ?

इन वाक्यों में २ ३ १ के फारमूला के अनुसार वाक्य में भिन्न-भिन्न प्रकार के persons के Pronouns को रखा गया है और Verb अपने सबसे नजदीक आने वाले के अनुसार।

Rule (d)—यदि भिन्न-भिन्न number के Nouns या Pronouns को *or, nor, either*.....*or* या *neither*.....*nor* के द्वारा अलग किया जाय, तो अन्त में Plural (Nouns या Pronouns) को रखा जाता है और Verb अपने सबसे नजदीक आने वाले Noun या Pronoun के अनुसार होता है, जैसे—

Neither the son nor his parents are to blame.
Either he or they are to blame.
Neither she nor they are to blame.
Is he or they to blame ?
Is the son or his parents to blame ?

इन वाक्यों में Plural Noun या Pronoun को अन्त में रखा गया है और Verb अपने सबसे समीप आने वाले के अनुसार प्रयुक्त हुआ है।

Caution— Rule (c) और (d) के सम्बन्ध में कुछ लोगों के मन में एक धारणा है जो भेरे विचार में ठीक नहीं। वे यह मानते हैं कि जब वाक्य में भिन्न-भिन्न persons या numbers के Nouns या Pronouns को *or, nor, either*.....*or* या *neither*.....*nor* के द्वारा अलग किया जाता है, तो अन्त में आने वाले Noun या Pronoun के अनुसार Verb होता है और वह Verb plural होता है। देखिए उन लोगों के दिये हुए नियमों को—

"When two or more nominatives in different numbers are joined by 'or', or 'nor' the Verb is in the plural, as John or his friends are to blame."

"If one of the Subjects separated by 'or' or 'nor' happens to be plural, it should be placed nearest to the Verb which also should be plural : Neither John nor his friends have come."

इन नियमों के आधार पर क्या ये वाक्य श्रुद्ध हैं ?—

Is John or his friends to blame ?

Has neither John nor his friends come ?

मेरे जानते ये वाक्य निस्सन्देह श्रुद्ध हैं। अपने मत की पुष्टि के लिए सबसे महान् व्याकरणार्थी का विचार आपके सामने रखता हूँ—

"Give the Verb the number of the alternative nearest it—'Mother or children are to die.' 'Is the child or the parents to be blamed?' What should not be said is 'Mother or children is to die', 'Are the child or the parents to be blamed?'" —FOWLER : MODERN ENGLISH USAGE

इससे यह स्पष्ट है कि जब भिन्न-भिन्न numbers वा persons के Nouns वा Pronouns, or, nor, either....or वा neither....nor के द्वारा अलग किये जाने हैं, तो Verb अपने से सबसे नजदीक आने वाले Noun वा Pronoun के अनुसार होता है, जैसा कि Rule (c) और (d) में बतलाया गया है। यह आवश्यक नहीं है कि Verb plural ही हो या अन्त में आने वाले Noun वा Pronoun के अनुसार हो, जैसे—

Were you or he there ?

Were you or I there ?

इन दोनों ही वाक्यों में Verb के समीप you है और इसलिए इसके अनुसार were का प्रयोग हुआ है। यदि यहाँ अन्त में आने वाले he वा I के अनुसार was का प्रयोग होता, तो वह अशुद्ध होता।

Note—Rule (c) और (d) के सम्बन्ध में व्याकरणार्थियों के बीच कुछ मतभेद हैं। आप उनके विचार पर गौर करें—

"When two Subjects are joined by 'or' or 'nor' the verb agrees in person with the Subject nearest to it—Either James or I am at the top of the class, Either you or James has done it." —NEFIELD

नेसफिल्ड साहब के मतानुसार जब दो Subjects को or वा nor के द्वारा जोड़ा जाता है, तब Verb अपने सबसे समीप आने वाले Subject के अनुसार होता है। उदाहरण देते हुए उन्होंने बतलाया है कि पहले वाक्य में First Person 'I' को either....or से जोड़ने पर किया 'I' के अनुसार हुई है, क्योंकि यह Verb के नजदीक है। दूसरे वाक्य में किया के समीप 'James' है और इसलिए किया इसी के अनुसार 'has' है, 'you' के अनुसार नहीं। दूसरे लोगों ने भी यही कहा है कि अलग-अलग number और person के Subjects को either....or वा neither....nor से जोड़ें, तो Verb अपने से सबसे समीप आने वाले Subject के अनुसार होता है।

अब एक दूसरे मत पर ध्यान दें—

"In this construction the Number and Person of the Verb must be common to both parts of the Subject. So both the parts of the Subject must be of the same Number and Person. When there is a clash between the Verb and one part of the Subject, the construction is better avoided."

—G. H. VALLINS : GOOD ENGLISH

इसका कहना है कि वाक्य में यदि भिन्न-भिन्न number और person के कर्त्तार्थों को either....or या neither....nor से जोड़ा जाय, तो क्रिया एक ही कर्त्ता के अनुसार होती है, जो असुद्ध है, जैसे—

Either he or I am wrong.

यहाँ am का प्रयोग 'I' के साथ तो ठीक है, पर 'he' के साथ 'am' नहीं आता, 'is' आता है। इस वाक्य में क्रिया और एक कर्त्ता के साथ मेल है, पर दूसरे कर्त्ता के साथ नहीं। इसलिए ऐसे वाक्य नहीं लिखें। फ़ाउलर साहब ने भी यही कहा है कि बुद्धिमान् लोग वाक्य की ऐसी बनावट को छोड़ देते हैं। इस सिलसिले में नेसफ़िल्ड साहब का मत भी तो करीब-करीब यही है, क्योंकि उन्होंने लिखा है—

"It would be better, however, to repeat the Verb for each Subject. The sentences would, then, be re-written as follows—Either James is at the top of the class or I am; Either you have done it or James has."

यदि हम ऐसा लिखें कि Either James or I am at the top of the class, तो इस वाक्य की क्रिया 'am' 'I' के साथ तो मेल खाती है, पर 'James' के साथ नहीं। इसलिए यदि वाक्य में अलग-अलग number और person के Subjects को either....or या neither....nor से जोड़ें, तो नेसफ़िल्ड साहब के बताये हुए नियम के अनुसार वाक्य को बनावट को थोड़ा-सा बदल दें, जैसे—

Neither you nor I am right = Neither you are right nor I (am).

यदि आप ऐसा कर सकें तो अच्छा है, पर मेरे जानते यह कुछ कठिन है और अस्वाभाविक भी, क्योंकि इससे लिखने और बोलने की गति बहुत रुक जाती है। इसलिए आप साधारणतया ऊपर बताये गये Rule (c) तथा (d) के अनुसार ही चलें और जहाँ दो Pronouns या Nouns अलग-अलग person या number के हों वहाँ सबसे समीप आने वाले Noun या Pronoun के अनुसार ही Verb का प्रयोग करें, क्योंकि यही नियम अधिकतर प्रयोग में है। देखिए अमेरिका के प्रसिद्ध व्याकरणार्थ का वाक्य जिसमें उन्होंने इसी नियम को (अर्थात् सबसे समीप आने वाले Subject के अनुसार Verb के प्रयोग को) अपनाया है—

"One or two of her features are very attractive."

—NORMAN LEWIS

EXERCISE

Q. 1. Correct the following sentences—

(a) Neither chapter nor verse are given. (b) Either sugar or milk are required. (c) Neither a pen nor a pencil are there. (d) Either he or I is wrong. (e) Only

one or two boys has come. (f) Neither his friends nor he is there. (g) Either his parents or he himself is to blame. (h) Are the child or his parents to blame? (i) Are he or they to blame? (j) Has John or his friends come? (k) Either Tom or Henry are coming here.

Hints— (a) is; (b) is; (c) is; (d) am; (e) have; (f) Neither he nor his friends are there; (g) Either he himself or his parents are to blame; (h) Is the child ...? (i) Is he ...? (j) Has John ...? (k) is.

Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) Neither he nor his sisters—married. (b) Either you or I—to blame. (c) Neither he nor you—to go. (d) Either she or her friends—singing (e) Neither he nor I—sorry for this (f)—the son or his parents to blame? (g)—you or he to blame? (h)—neither he nor his friends come?

Hints— (a) are; (b) am; (c) are; (d) are; (e) am; (f) his; (g) are; (h) has.

Rule XXI. Multiplication and the Verb

गणितशास्त्र (mathematics) में गुणा (multiply) करने के सम्बन्ध में देने वाक्य प्रयोग में आते हैं—

six times four; twice two आदि।

ऐसे वाक्यों में Verb singular हो सकता है और plural भी, जैसे—

Six times four is twentyfour.

Six times four are twentyfour.

Twice two is four.

Twice two are four.

जो ऐसे वाक्यों में Singular Verb का प्रयोग करते हैं वे मानते हैं कि ऐसी संख्या (जैसे, six, two आदि) से केवल एक वस्तु (definite figure) का बोध होता है और जो Plural Verb का प्रयोग करते हैं वे समझते हैं कि ऐसी संख्या से बहुत वस्तुओं का बोध होता है। ये दोनों विचार तर्कयुक्त हैं और इसलिए इन दोनों को शुद्ध समझा जाता है। आपको जो अच्छा लगे वही करें, क्योंकि कोई दूसरा व्यक्ति इस समस्या का हल आपके लिए नहीं ढूँढ़ सकता—

“That question each of us can answer, perhaps, for himself: but no one for other people, it is therefore equally correct to say—‘Twice two is four’, ‘Twice two are four.’ Moreover, as the two are equally old, ‘Four times six’ was plural as long ago as 1380, and ‘Ten times two’ was singular in 1425.” — FOWLER : MODERN ENGLISH USAGE

ऐसे वाक्यों में Singular और Plural Verb दोनों ही शुद्ध समझे जाने हैं; पर मेरा विचार है कि ऐसे वाक्यों में Singular Verb का प्रयोग अधिक अच्छा मालूम रहता है, क्योंकि दैनिक जीवन में तथा गणितशास्त्र की पुस्तकों में भी ऐसा ही प्रयोग अधिकतर मिलता है। गणितशास्त्र के विद्यार्थी ऐसे वाक्यों में Plural Verb का प्रयोग कभी भी नहीं करते।

Rule XXII. Quantity words and the Verb

Much, more, little और less हैं Adjectives of Quantity जिनसे quantity (परिमाण) का बोध होता है। अतः वाक्य में Subject की भाँति प्रयुक्त होने पर इनके साथ सदा Singular Verb का प्रयोग होता है, जैसे—

Much has been done but much more is still to be done.

Little has been done so far.

इन वाक्यों में Plural Verb का प्रयोग अशुद्ध होता।

EXERCISE

Q. *Correct the following sentences—*

(a) Much remain to be done. (b) Much of the beauty and glory of life have disappeared. (c) Much of what he said have been criticised. (d) Little have been said on this point. (e) There are still much more to do (f) Little have been said and much less have been done.

Hints— (a) remains, (b) has, (c) has been; (d) has; (e) is; (f) Little has been said and much less has been done

Rule XXIII. 'As regards', 'As concerns' and 'As follows'

As follows, as concerns और as regards का प्रयोग plural में कभी भी नहीं होता। इनके अन्त में s रहने पर भी ये सदा एक ही रूप में रहते हैं और वह है एकवचन रूप। इसलिए as follow, as concern, as regard लिखना अशुद्ध है। उदाहरण—

The new rates are as follows.

The description is as follows.

पहले वाक्य में Plural Noun 'rates' आया है और दूसरे में Singular 'description', पर दोनों ही वाक्यों में एकवचन as follows का प्रयोग हुआ है, क्योंकि इसके पहले 'it' दिया रहता है। यही नियम as concerns और as regards के साथ भी लागू होता है, जैसे—

Many of those talks were failures, so far as concerns the objective success.

यहाँ Plural Noun के अनुसार 'as concern' का प्रयोग नहीं होकर एकवचन 'as concerns' का प्रयोग हुआ है जो शुद्ध है।

EXERCISE

Q. *Correct the following sentences—*

(a) The details are as follow. (b) His words were as follow. (c) The main provisions of the Act are as follow.

Hints— Use 'as follows'

(ii) Agreement : Adjective & Noun

Rule XXIV. Demonstrative Adjectives

Demonstrative Adjectives 'this' और 'that' तथा Noun के बीच Agreement होना आवश्यक है। इस नियम के अनुसार यदि Noun singular हो, तो उसके लिए this या that का प्रयोग होना चाहिए और यदि Noun plural हो, तो उनके लिए these या those का, जैसे—

this book; these books.

that book; those books.

बुद्ध लोग समझते हैं कि these kind और those sort लिखना शुद्ध है, पर वास्तव में यह प्रयोग बोलचाल तक ही सीमित है। इस सम्बन्ध में आप इस विचार पर ध्यान दें—

"The irregular uses—'those kind of' and 'these sort of' are easy to avoid when they are worth avoiding, that is, in print, and easy to forgive when they deserve forgiveness, that is, in hasty talk."

—FOWLER : MODERN ENGLISH USAGE

इसलिए आप those kind या those sort आदि का प्रयोग न करें, अर्थात् these और those के बाद आने वाले Nouns (kind, sort आदि) को Plural Number में रखें। अब इस वाक्य को देखें।

"But I hope soon to put an end to those sort of obligations."

—SAMUEL RICHARDSON

यहाँ those sort के बदले those sorts या that sort का प्रयोग होना चाहिए।

Rule XXV. Adjectives and their Number

अंगरेजी में Adjective का Number नहीं होता। इसलिए Singular या Plural Nouns के साथ Adjective सदा एक ही रूप में रहता है, जैसे—

A good book.... Good books....

यहाँ पहले उदाहरण में Singular Noun (book) आया है और दूसरे में Plural (books), पर Adjective (good) एक ही रूप में है। इनको books के साथ goods नहीं बनाया गया और न बनाना ही चाहिए। इसलिए Plural Nouns के साथ important के बदले importants और beautiful के बदले beautifuls का प्रयोग सर्वदा भ्रम है।

EXERCISE

Q. Correct the following sentences—

(a) I do not like those kind of men. (b) I like these sort of books (c) These lines are very importants for explanations (d) These sights are beautiful. (e) I like to look at these phenomenon of nature (f) Do you like these kind of apples ?

Answers—(a) those kinds of men or that kind. (b) these sorts of books or this sort; (c) important; (d) beautiful; (e) phenomena, (f) these kinds of apples or this kind.

(iii) Agreement : Pronoun & Antecedent

Rule XXVI. Pronoun and Antecedent

Pronoun का number, gender और person वही होता है, जो उसके Antecedent (Pronoun के लिए प्रयुक्त होने वाले Noun) का रहता है। भाषा जानते हैं कि Pronoun का प्रयोग Noun के बदले में होता है। अतः यह स्वाभाविक और आवश्यक भी है कि Noun का जो number, person और gender हो वही उसके Pronoun का भी हो, जैसे—

The men who do their duties are rewarded in their lives.

The tree that is here has lost its leaves.

यहाँ पहले वाक्य में Plural Pronouns ('who' and 'their') का प्रयोग हुआ है, क्योंकि इनका Antecedent Plural Noun (men) है। दूसरे वाक्य में Singular Pronouns ('that' and 'its') का प्रयोग हुआ है, क्योंकि इनका Antecedent एक Singular Noun (tree) है। यदि पहले वाक्य में who तथा their के बदले Singular Pronouns का प्रयोग होता और दूसरे वाक्य में that तथा its के बदले Plural Pronouns का, तो Agreement का नियम भंग हो जाता और भयंकर भूल हो जाती। ख्याल रखना चाहिए कि who, which और that का प्रयोग plural और singular दोनों प्रकार के Antecedent के लिए होता है।

इस नियम के अनुसार Noun और Pronoun के gender के बीच भी Agreement होना चाहिए। यदि किसी Noun को एक बार Masculine या Feminine या Neuter मान लें, तो वह कम भंग नहीं होना चाहिए। यदि हम cow के लिए कभी Feminine और कभी Neuter Gender का प्रयोग करें, तो वह अक्षम्य समझा जायगा। देखिए, इतने सरल महत्वपूर्ण नियम का कितना अपमान इस वाक्य में किया गया है—

"It is not only in regard to India that Denmark has been able to increase its foreign trade, with Western countries, too, she has increased her foreign trade considerably"

—THE EASTERN ECONOMIST : Feb. 8, '57

यहाँ Denmark के लिए एक बार Neuter Gender (its) और दूसरी बार Feminine Gender (she, her) का प्रयोग हुआ है, जो बहुत ही भ्रम है। यहाँ किसी एक ही gender का प्रयोग करना उचित था।

Rule XXVI. Nouns and Pronouns of Common Gender

ऐसे बहुत से Nouns हैं जो Common Gender (उभयलिंग) में रहते हैं, अर्थात् वे न तो शुद्ध Masculine हैं और न शुद्ध Feminine. वे Nouns हैं—student, reader, teacher, engineer, lawyer, clerk, client, worker, poet, writer, lecturer, professor, musician, politician, leader आदि।

Distributive और Indefinite Pronouns भी Common Gender में रहते हैं, जैसे—each, either, neither, everyone, no one, nobody, anybody, everybody, somebody.

एक Common Gender के ऐसे Nouns और Pronouns का प्रयोग singular में होता है, जब उनके लिए Third Person Singular Pronouns और Masculine Gender (he, his या him) का व्यवहार होता है, जैसे—

Every teacher should do *his* duty.

Neither of them has done *his* duty.

Everyone should mind *his* own business.

No one should trouble *his* neighbour.

Note—इन Nouns और Pronouns के साथ gender के प्रयोग के सम्बन्ध में कुछ कठिनार्थ खड़ी हो जाती है, क्योंकि ये Common Gender (उभयलिंग) हैं। इसलिए कुछ लोगों का कहना है कि ऐसी दायत में निर्दिष्ट Masculine का प्रयोग ठीक नहीं जचना। वे चाहते हैं कि पुरुष और नारी को समान अधिकार मिले और इसलिए ऐसे Nouns और Pronouns के साथ वाक्य की बनावट हम प्रकार की हो—

Every student should do *his or her* duty.

Everyone should do *his or her* duty.

No one should neglect *his or her* duty.

इस सम्बन्ध में इतना ही कहा जा सकता है कि ऐसे वाक्य अशुद्ध तो नहीं हैं, पर अस्वाभाविक अवश्य हैं। ऐसी भाषा कचहरी में ही धक्की लग सकती है। इसलिए नहाँ कानून वगैरह की बात हो, वहाँ जब Common Gender को “*his or her*” के द्वारा स्पष्ट कर दें, पर साधारण बोलचाल या लिखावट में केवल *he, his* या *him* से काम लें।

कुछ लोगों ने “*his or her*” लिखने के बदले “*their*” का प्रयोग किया है, क्योंकि Plural बना देने से Common Gender की समस्या टल जाती है और “*his or her*” लिखने की श्राकत भी नहीं आती, जैसे—

Everyone should do *their* duty.

No one should trouble *their* neighbour.

ऐसा प्रयोग कुछ अच्छे लेखकों ने भी किया है—

“No one will ever gauge or measure English poetry until they know how much of it, how full a gamut of its qualities is already there on the pages of Chaucer.”

—EZRA POUND

“The first phase of anyone’s writing always shows them doing something they have heard or read.”

—EZRA POUND

“Everybody was pleased to think how much they had always disliked Mr. Darcey.”

—JANE AUSTEN

इन वाक्यों में no one, anyone तथा everybody के लिए Plural Pronouns का प्रयोग किया गया है। ऐसे प्रयोगों को Prof. Bain ने अपनी पुस्तक *Higher English Grammar* में ‘allowable’ माना है जिसका यह अर्थ होता है कि ये प्रयोग अशुद्ध नहीं हैं। इस समस्या की धर्चा करते हुए कहा गया है—

“There are three makeshifts—(a) ‘Anybody can see for himself or herself.’ (b) ‘Anybody can see for themselves.’ (c) ‘Anybody can see for himself.’”

—FOWLER : MODERN ENGLISH USAGE

Fowler साहब ने इस समस्या को हल करने के लिए उपाय बताया है कि Common Gender के लिए 'his' or 'her' का प्रयोग करें या उन्हें plural बना दें या उसके लिए Third Person Singular Masculine Pronoun का प्रयोग करें। Ezra Pound तथा Jane Austen ने plural बनाकर इस समस्या का हल निकाला है और इसलिए Bain साहब ने ऐसे प्रयोग को अशुद्ध नहीं माना।

इस सम्बन्ध में मेरा विचार है कि ऐसी अवस्था में Plural Pronoun का प्रयोग अशुद्ध भले ही न हो, पर इससे कहीं अच्छा है Third Person Singular Masculine Pronoun (he, his या him) का प्रयोग। Fowler साहब ने भी ऐसा ही विचार प्रकट किया है—

“‘C’ is here recommended. It involves the convention that where the matter of sex is not conspicuous or important ‘he’ and ‘his’ shall be allowed to represent a person. . . .”

आधुनिक साहित्य और बोलचाल की भाषा में भी ऐसी अवस्था में Singular Masculine Pronoun का ही प्रयोग अधिकतर मिलता है—

“Everyone, I believe, can remember some moment in life when he was completely carried away by the work of any poet. Very likely he was carried away by several poets. . . .” —T. S. ELIOT

“Anyone who tries to write poetic drama even today should know that half of his energy must be exhausted in the effort to escape from. . . .the toils of Shakespeare.” —T. S. ELIOT

“Each must decide that question for himself.” —VIRGINIA WOOLF

“That question each of us can answer, perhaps, for himself.”

—FOWLER : MODERN ENGLISH USAGE

इन ज़ेबकों ने Common Gender के इन Singular Pronouns के लिए he, his या himself का प्रयोग किया है। मेरी राय है कि अब भी ऐसा ही करें और Ezra Pound तथा Austen के बातों की नकल करके ऐसी अवस्था में Plural Pronoun का प्रयोग न करें।

EXERCISE

Q. Correct the following sentences—

(a) India has to feed her people but it is not possible until it gets foreign aid for the implementation of her Second Five-Year Plan (b) Everyone of the soldiers saluted the General in their turn. (c) Each of the students paid their tuition fees. (d) Neither of them could finish their work allotted to them (e) No one should feel tired with their life (f) Either of the boys should be fined for their misbehaviour. (g) Neither of the students got the prize they expected. (h) Each of the soldiers saluted the General in their turn.

Hint— (a) India until she .. Or, India feed its people ... its plan; (b) his; (c) his; (d) his; (e) his; (f) his; (g) he; (h) his.

(iv) Agreement : Apposition & Case

Rule XXVIII. Apposition and Case

A Noun in apposition with a Pronoun (or other Noun) must be in the same Case. यह पहले ही बताया जा चुका है कि किसी (Noun की व्यक्त्या के रूप में उसके अर्थ को स्पष्ट करने के लिए) उस Noun की ठीक बगल में एक Pronoun या Noun का प्रयोग किया जाता है; उसी को (अर्थात् Noun की बगल में जाने वाले Pronoun या Noun को) Apposition कहते हैं। नियम के अनुसार इन्हें एक ही Case में रचना चाहिए, जैसे—

But behold her mother—she to whom she owed her being.

इस वाक्य में Noun 'mother' के बाद Pronoun 'she' आया है जो 'mother' की व्यक्त्या कर रहा है। इसलिए यह Pronoun 'mother' का Apposition है। इस वाक्य में 'mother' Objective Case में है, क्योंकि यह Verb 'behold' का Object है। अतः 'she' को भी Objective Case में होना चाहिए, अर्थात् 'she' के बदले 'her' का प्रयोग करना चाहिए—

But behold her mother—her to whom she owed her being.

एक और वाक्य लें—

One comes round to again the problem of Kant—he, too, a cosmopolitan.

यहाँ Pronoun 'he' का प्रयोग Noun 'Kant' के बाद Apposition के अर्थ में हुआ है। अतः इन दोनों ही को एक ही Case में होना चाहिए, पर Kant Objective Case में है, क्योंकि यह Preposition 'of' का Object है, और 'he' Nominative Case में है। अतः यहाँ 'he' के बदले 'him' का प्रयोग होना चाहिए—

One comes round again to the problem of Kant—him, too, a cosmopolitan.

(B) POSITION OF WORDS

जहाँ तक हमयोगों ने Agreement के नियमों पर विचार दिया है। अब हम Syntax के दूसरे नियम Position या Order of Words (शब्दों के क्रम) को लें। हम सम्बन्ध में हमें यह देखना है कि किन शब्दों को वाक्य में कहाँ रखना चाहिए। प्रभाव से शब्दों को रख देने पर भारी मज्जियाँ हो जाया करती हैं। इसलिए हम इन नियमों की पूर्ण ध्यान रखें कि इनके अनुसार ही शब्दों का क्रम होना चाहिए।

(i) Position of Subject & Verb

Rule 1. Interrogative Sentences and Verb

Interrogative Sentences में Verb पहले आता है और उसके बाद Subject बन जाता है कि Interrogative Sentences में Auxiliary Verb बचकर रहता है। इनो Verb को Subject के पहले रखना चाहिए, जैसे—

Are you ill ?

Where is he going ?

What do you want ?

Why is he angry ?

Why have you beaten me ?

इन सभी वाक्यों में Auxiliary Verbs 'are', 'is' और 'do' Subject के पहले आये हैं। यदि इन देखें लियें— You are ill ? Where he is going ? What you want ? Why he is angry ? Why you have beaten me ?—तो ये वाक्य अशुद्ध होंगे, क्योंकि इनमें Subject के बाद Verb आया है, पहले नहीं।

EXERCISE

Q. Correct the following sentences—

(a) Why the army insists so much on discipline ? (b) What he is doing these days ? (c) When you will see me ? (d) Where you spent your last summer vacation ? (e) Why I should help you ? (f) How you came here from Patna ? (g) Whom you are speaking of ? (h) Why you did not reply to my letter ? (i) When you will reply ? (j) Where you are going ? (k) What you did yesterday ?

Hints— (a) Why does ..insist . discipline ? (b) What is he ... ? (c) When will you.... ? (d) Where did you spend .. ? (e) Why should I? (f) How did you come ? (g) Whom are you speaking of ? (h) Why did you not.....? (i) When will you reply ? (j) Where are you . ? (k) What did you do yesterday ?

Rule II. Adverbs and Verb

यदि कोई वाक्य इन Adverbs या Adverbial Phrases (hardly, rarely, scarcely, no sooner या never आदि) से शुरू हो, तो वाक्य में पहले Auxiliary Verb आता है, और उसके बाद Subject, जैसे—

No sooner had I reached the station than the train started.

Hardly (scarcely) had he started when his father came.

Never did I see such a scene before.

Rarely is he absent.

इन सभी वाक्यों में Verb को Subject के पहले रखा गया है। यदि वाक्यों की बनावट ऐसी होती—

Never I saw such a scene before.

Rarely he is absent. तो ये अशुद्ध हो जाते।

Note— यदि वाक्य इन Adverbs से शुरू नहीं हों, तो उनमें Subject पहले आता है और उसके बाद Verb; जैसे—

I had no sooner reached the station than the train started.

(a) यदि Relative Pronoun Object का काम करे, जैसे—

This is the book *that* he requires.

This is *what* I want.

इन वाक्यों में 'requires' और 'want' Transitive Verbs हैं और 'that' तथा 'what' Relative Pronouns हैं, जो इन क्रियाओं के Objects हैं। इसलिए ये क्रिया के पहले आये हैं।

(b) यदि Interrogative Pronoun Object के समान प्रयुक्त हो, जैसे—

What do you want ?

यहाँ 'want' का Object 'what' है जो Interrogative Pronoun है। इसलिए वर Verb के पहले आया है।

(iii) Position of Articles

Rule I. Noun, Adjective and Articles

Articles (a, an, the) का प्रयोग Noun के पहले होता है, जैसे—

a book; *an* hour; *the* cow.

पर यदि Noun के साथ Adjective का प्रयोग करना हो, तो Article को Adjective के पहले रखना चाहिए, Noun के पहले नहीं, जैसे—

a good book.

यहाँ Noun 'book' के साथ एक Adjective 'good' आया है। इसलिए Article को book के पहले नहीं रखकर Adjective 'good' के पहले रखा गया है। यदि हम good a book लिखें, तो वह अशुद्ध होगा। फिर, यदि Adjective के साथ Adverb का भी प्रयोग करना हो, तो Article को Adverb के पहले रखना चाहिए, Adjective के पहले नहीं, जैसे—

a very good book.

संक्षेप में, आप यह याद रखें कि वाक्य में सबसे पहले Article रखा जाता है, उसके बाद Adverb को और Adverb के बाद Adjective का स्थान आता है और अन्त में Noun का। यद्यपि Article का प्रयोग Noun ही के लिए होता है, तथापि Adjectives और Adverbs के आने पर यह Noun से बहुत दूर चला जाता है, बावजूद और, और उतनी ही दूर जितनी संख्या Adverb और Adjective की होती है, जैसे—

a very highly interesting and instructive book.

यहाँ Article और Noun के बीच काफी दूरी है, क्योंकि Noun 'book' के पहले दो-दो Adjectives आये हैं और Adjective के पहले भी दो-दो Adverbs.

Note (a)—ऊपर के उदाहरण से यह स्पष्ट है कि Articles का स्थान Adjectives के पहले रहता है, पर इनका प्रयोग (Articles का) इन Adjectives (many, such और what) के बाद होता है, पहले कभी भी नहीं, जैसे—

many a man; *many* an hour,

such a task; *such* a man;

what a book; *what* a place इत्यादि।

इन उदाहरणों में 'many' 'such' और 'what' के बाद Article 'a' और 'an' का प्रयोग हुआ है, जो ग़ुड़ है। यदि यहाँ Article का प्रयोग Adjective के पहले होता, तो वह अशुद्ध समझा जाता।

Note (b)—यदि किसी Adjective के पहले 'as' या 'how' का प्रयोग हो, तो Article का स्वतंत्र Adjective के बाद आना है, पहले नहीं, जैसे—

as *bad* a man as he; as *good* a show as that;
how *good* a book; how *nice* a place.

इन सभी उदाहरणों Adjective 'bad', 'good' और 'nice' के पहले 'as' या 'how' का प्रयोग हुआ है। इसलिए Article का प्रयोग Adjective के बाद हुआ है, पहले नहीं।

Note (c)—यदि किसी Adjective के पहले 'so' या 'too' का प्रयोग हो, तो Article को Adjective के पहले भी रखा सकते हैं और बाद भी; जैसे—

'So serious an attempt' or 'A so serious attempt'.
'Too exact an answer' or 'A too exact answer.'

यहाँ Adjective 'serious' और 'exact' के पहले 'so' या 'too' का प्रयोग हुआ है। इसलिए Article को Adjective के पहले या बाद में रखना दोनों ही ठुड़ हैं। हाँ, ऐसी हालत में यदि Article को Adjective के बाद रखा जाय, तो और भी अच्छा हो, क्योंकि यह प्रयोग में अधिक है और सुनने में भी स्वाभाविक प्रामुख पड़ता है।

EXERCISE

Q. Correct the following sentences—

(a) It is very lovely a place. (b) I cannot do a such difficult work. (c) How a lovely sight it is ! (d) Ram is as a responsible man as Shyam. (e) A many man has come. (f) How a foolish plan it is !

Hints—(a) a very; (b) such a; (c) lovely a; (d) a man; (e) many a; (f) a plan

(iv) Position of Adjectives

Adjectives का प्रयोग दो प्रकार से होता है। जब हम Adjective को Noun के पहले रखते हैं, तो उसे Attributive use कहते हैं और जब उसे Verb के बाद रखते हैं, तो Predicative use; जैसे—

It is a *useful* book. This book is *useful*.

दोनों ही वाक्यों में Adjective 'useful' का प्रयोग हुआ है। पहले वाक्य में यह Noun 'book' के पहले आया है; इसलिए यह Attributive use है। दूसरे वाक्य में इसका प्रयोग Verb के बाद हुआ है, Noun के पहले नहीं। इसलिए यह Predicative use है। Adjective का प्रयोग Attributive हो या Predicative इस सम्बन्ध में कुछ गलतियाँ हो जाया करती हैं। अतः आप इन एक दो बातों पर ध्यान दें—

Rule I. Qualitative & Proper Adjectives

Proper Adjective (Proper Noun से बनाया गया, जैसे Indian, American, Russian, etc.) तथा Adjective of Quality (जैसे—brave, strong,

wise, good, bad, etc.) का प्रयोग दोनों ही तरह से होता है—Attributive की तरह भी और Predicative की तरह भी ।

This game is *Indian*. This is an *Indian game*.
He is a *brave boy*. The boy is *brave*.

वहाँ पहले वाक्य में Proper Adjective 'Indian' का Predicative use हुआ है, क्योंकि वह Verb के बाद आया है, पर दूसरे वाक्य में Attributive, क्योंकि वह Noun के पहले आया है । इसी प्रकार, दूसरे वाक्य में 'brave' का प्रयोग Attributive है और तीसरे में Predicative. ये दोनों ही प्रयोग शुद्ध हैं ।

Rule II. Adjectives and the Noun

यदि एक ही साथ बहुत-से Adjectives का प्रयोग एक ही Noun के लिए करना हो, या ये Adjectives काफ़ी लम्बे हों, तो उन्हें Noun के बाद रखना अच्छा होता है; जैसे—

A man, young, strong, and intelligent. . . .

God is the maker of all things—visible and invisible, animate and inanimate.

इसी प्रकार, जब कोई Adjective पदवी (title) के लिए प्रयुक्त होता है, तो यह Noun के बाद आता है; जैसे—

Alexander the Great; Queen Victoria the Good;
Yudhisthir the Just, Louis the Pious;
Pitt the Younger, Cato the Elder.

आप देखेंगे कि ये सब Adjective capital letters से शुरू होते हैं ।

Rule III. Phrases and Adjective

कुछ ऐसे बहुत ही प्रचलित Phrases हैं जिनमें Adjective को Noun के बाद रखा जाता है; जैसे—

the body politic, heir apparent, governor-general; the sum total; a god incarnate, president elect.

इन सभी उदाहरणों में अन्तिम पद Adjectives है और ये Nouns के बाद आये हैं । आप इनके स्थान को बदलें नहीं और इनके आधार पर कोई नया ही phrase गढ़ने की कोशिश करें ।

(v) Position of Adverbs

Rule I. Adjective, Preposition, Conjunction and Adverb

Adverb का स्थान Adjective या दूसरे Adverb या Preposition या Conjunction के ठीक पहले रहता है; जैसे—

I am partly responsible for this.
He is working very patiently.

He sat *exactly* behind me.

I shall go *only* when he comes.

पहले वाक्य में Adverb 'partly' Adjective 'responsible' को modify करता है और इसलिए यह इसके पहले आया है। यहाँ Adjective और Adverb के स्थान को बदल देना गलत होता। दूसरे वाक्य में Adverb 'very' एक दूसरे Adverb 'patiently' का गुण बतलाता है। तीसरे वाक्य में Adverb 'exactly' Preposition 'behind' का गुण बतलाता है और चौथे में 'only' Conjunction 'when' का। इसलिए ये Adverbs उन शब्दों के ठीक पहले आये हैं। अतः ये वाक्य—

He sat behind me exactly. I am responsible partly झुड़ है।

Rule II. Transitive Verb and Adverb

यदि वाक्य में Transitive Verb और उसके Object का प्रयोग हो, तो Adverb को Verb के पहले या Object के बाद रखना चाहिए, Verb और Object के बीच में नहीं, जैसे—

I do my duties *cheerfully*.

यहाँ Adverb 'cheerfully' को Object 'duties' के बाद रखा गया है और यह ठीक है। यदि हम ऐसा लिखें—I do cheerfully my duties, तो यह गलत होगा, क्योंकि Adverb, Verb 'do' और Object 'duties' के बीच में चला आया है। इसलिए आप Adverb को Transitive Verb के पहले या Object के बाद रखें। दोनों ही शुद्ध हैं। हाँ, Adverb को Object के बाद रखना अच्छा अवसर होगा। एक-दो उदाहरण और लें—

He loves you *sincerely*

He reads books *carefully*.

इन दोनों ही वाक्यों में Adverbs 'sincerely' और 'carefully' को क्रमशः Objects 'you' और 'book' के बाद रखा गया है, जो ठीक है। यदि हम उन्हें इन प्रकार रख दें—He loves sincerely you. He reads carefully books, तो यह गलत होगा, क्योंकि इन वाक्यों में Adverb, Verb और Object के बीच में आ गले है।

Note—यह बाद रखें कि यदि Transitive Verb के बाद जाने वाले Object के बाद कोई Clause या भाग तो Adverb को Transitive Verb और Object के बीच में रखा या महका है; जैसे—

He *punished* severely all those who had wronged him.

इस वाक्य में 'punished' Transitive Verb है, और 'all those' Object. इन दोनों के बीच में Adverb 'severely' का प्रयोग हुआ है, जो ठीक है, क्योंकि Object के बाद यह clause का प्रयोग हुआ है। एक उदाहरण और लें—

I love *whole-heartedly* everything that has been created by God.

इस वाक्य में भी Adverb 'whole-heartedly' का प्रयोग Transitive Verb 'love' और Object 'everything' के बीच में हुआ है, जो ठीक है, क्योंकि Object के बाद यह clause का भाग है।

अब इस वाक्य को देखें—

Examine critically the character of Anne in "The Door of Opportunity."
[B. U. B. A. English II (1957 A)]

इस वाक्य में Transitive Verb (examine) के Object के साथ बहुत-से रु-द मिलने हुए हैं—the character of Anne in 'The Door of Opportunity' और इसलिए इसके बाद तो Adverb (critically) का स्थान होना ही नहीं चाहिए। यही कारण है कि इस वाक्य में Adverb को Verb और Object के बीच में रखा दिया गया है, जिसे अशुद्ध नहीं कहा जा सकता।

Rule III Adjective, Adverb and "Enough"

Enough एक ऐसा Adverb है जो Adjective या अन्य Adverb के बाद आता है, पहले नहीं; जैसे—

He was *kind enough* to help me.

He spoke *highly enough* of my works

यहाँ पहले वाक्य में enough का स्थान Adjective (kind) के बाद आया है और दूसरे में Adverb (highly) के बाद। यदि इन वाक्यों की बनावट इस प्रकार की होती—
He was enough kind to help me. He spoke enough highly of my works, तो ये अशुद्ध हो जाते।

Rule IV. Intransitive Verb and Adverb

यदि Adverb किसी Intransitive Verb को modify करे तो उसे ऐसे Verb के ठीक बाद में रखना चाहिए, जैसे—

He walks *slowly* and sleeps *soundly*.

इस वाक्य में दो Intransitive Verbs 'walks' और 'sleeps' का प्रयोग हुआ है और इसलिए Adverbs 'slowly' और 'soundly' को इसके बाद रखा गया है। अतः यह वाक्य गलत है—He slowly walks and soundly sleeps.

Rule V. Intransitive Verb and Adverb of Time

कुछ ऐसे Adverb हैं जो समय का बोध कराते हैं। ये हैं—always, ever, never, often, sometimes, generally, rarely और seldom. इनका प्रयोग Intransitive Verbs के पहले होता है, बाद में नहीं; जैसे—

He *always* sleeps. He *never* sleeps.

He *seldom* sleeps. He *often* sleeps.

हाँ, यदि वे Intransitive Verbs, Verb 'to be' (is, am, are, was, were) हों तो इन Adverbs का प्रयोग पहले भी हो सकता है और बाद भी; जैसे—

He is *rarely* absent. He *rarely* is absent.

He is *seldom* present. He *seldom* is present.

इन वाक्यों में Intransitive Verb का प्रयोग हुआ है। इसलिए Adverb को Verb के पहले आना चाहिए, पर यहाँ यह Intransitive Verb 'is' है जो Verb 'to be' है। अतः Adverb का प्रयोग इसके बाद में भी करना अशुद्ध नहीं है। इसलिए ये वाक्य शुद्ध नहीं हैं—He laughs always. Swift smiled never. A madman sleeps seldom. I speak always the truth.

Rule VI. Auxiliary and Principal Verbs

Adverbs का प्रयोग Auxiliary Verb (सहायक क्रिया) और Principal Verb के बीच में होता है; जैसे—

He will *certainly* go.

इस वाक्य में 'will' Auxiliary Verb है और 'go' Principal Verb. इसलिए Adverb 'certainly' इन दोनों के बीच में आया है। यहाँ 'certainly' का प्रयोग 'will' के पहले या 'go' के बाद करना गलत होता। कुछ और उदाहरण लें—

I have *never* seen it.

He is *patiently* doing it.

I shall *not* do it.

पहले वाक्य में Adverb 'never' का प्रयोग Auxiliary Verb 'have' और Principal Verb 'seen' के बीच में हुआ है। दूसरे में Auxiliary Verb 'is' और Principal Verb 'doing' के बीच में Adverb 'patiently' आया है और तीसरे वाक्य में भी Adverb 'not' का प्रयोग 'shall' और 'do' के बीच में हुआ है, जो क्रमशः Auxiliary और Principal Verb है।

Rule VII. The Split Infinitive

Adverb का प्रयोग 'to' और Infinitive के बीच में गलत समझा जाता है; जैसे—

I request you to kindly grant me leave.

इस वाक्य में Infinitive 'to grant' को अलग कर दिया गया है और इन दोनों के बीच (to और grant के बीच) Adverb 'kindly' को रख दिया गया है। व्याकरण में इसे Split Infinitive कहते हैं; क्योंकि split का अर्थ होता है काटना। नियम यह है कि आप Adverb को Infinitive के पहले या बाद, अर्थ के अनुसार रखें, Infinitive को अलग कर उसके बीच में नहीं। इसलिए नियमानुसार यह वाक्य अशुद्ध है—I advised him to carefully read. यहाँ Infinitive 'to read' के बीच में Adverb 'carefully' को रख दिया गया है। व्याकरण के नियमानुसार Adverb का स्थान यहाँ Verb 'read' के बाद होना चाहिए—I advised him to read carefully.

Note (a)—आमकाल अच्छे-बुरे जानकार भी Split Infinitive के दोष से बच नहीं पाते। इसलिए एक आचार्य ने कहा है—

"The split infinitive is an ugly thing...but it is one among several hundred ugly things...Even that mysterious quality, 'distinction' of style, may in modest measure be attained by splitter of infinitives."

—FOWLER : KING'S ENGLISH

And again,

"We admit that separation of to from its infinitive... is not in itself desirable..... We will split infinitives sooner than be ambiguous or artificial; more than that, we will freely admit that sufficient recasting will get rid of any split infinitive."—FOWLER : MODERN ENGLISH USAGE

फाउलर साहब ने इस बात पर जोर दिया है कि जहाँ तक सम्भव हो, हम अपने वाक्य की बनावट इस प्रकार करें कि अर्थ भी स्पष्ट रहे और Split Infinitive का दोष भी न आवे। हम सिर्फ Split Infinitive से बचने के लिए वाक्य के अर्थ को नष्ट नहीं करें। कहने का तात्पर्य यह कि फाउलर साहब की दृष्टि में यह कोई बहुत भारी गलती नहीं है। एक आचार्य ने जो प्रत्यक्ष रूप से अपना मत इस प्रकार रखा है—

"Split infinitive with a single adverb may be allowed."

—G. H. VALLINS : BETTER ENGLISH

इस नियम के सम्बन्ध में आप अमेरिका के एक प्रसिद्ध व्याकरणाचार्य का मत सुनें। उन्होंने यह वाक्य लिखा है—

If you expect to eventually succeed, you must keep trying.

और इस पर अपना विचार इस प्रकार प्रकट किया है—

"We have here an example of that notorious bugbear of academic grammar, the split infinitive... I am happy to be able to report to you that it is not only legal, it is also ethical, moral... Benjamin Franklin, Washington Irving, Nathaniel Hawthorn, Theodore Roosevelt and Woodrow Wilson among many others, were unconscionable infinitive splitters. And modern writers are equally partial to the construction."

—NORMAN LEWIS : WORD POWER

वास्तव में, Split Infinitive का प्रचार और प्रयोग इतना अधिक हो गया है कि अब यह बड़ा दोष नहीं माना जाता और इसलिए Infinitive को split कर इसके बीच में एक-आध Adverb का प्रयोग काफी जोर से हो रहा है। हाँ, Infinitive को split करके इसके बीच बहुत-से Adverbs की एक कड़ी जोड़ना आजकल भी अशुद्ध समझा जाता है, क्योंकि इससे वाक्य भद्दा हो जाता है; जैसे—

I have asked him to thoroughly, patiently, sincerely, and carefully read his books.

यहाँ Infinitive (to read) को split करके to और read के बीच चार Adverbs के प्रयोग कर दिये गये हैं, जो काफी भद्दा लगता है। इससे अच्छा होता यदि इस चारों Adverbs को books के बाद रखा जाता। अब इस वाक्य को देखें—

I request you to kindly grant me casual leave.

यहाँ Infinitive to grant को split करके to और grant के बीच एक Adverb (kindly) को रखा गया है। यह वाक्य भद्दा नहीं मान्य पड़ता। दो तो Nesfield तथा अन्य पुराने आचर्यों के मतानुसार यह वाक्य अशुद्ध समझा जायगा, क्योंकि इसमें Split Infinitive का दोष आ गया है, पर Fowler, Vallins तथा Norman Lewis आदि आचार्यों के अनुसार यह कोई बहुत बड़ा दोष नहीं है।

इस सम्बन्ध में मेरा विचार है कि Infinitive को split करके to और Verb के बीच में आप एक से अधिक Adverb का प्रयोग कभी नहीं करें, क्योंकि इनसे वाक्य भरा हो जाता है और इसलिए किसी भी व्याकरणार्थी ने, वहाँ तक कि Norman Lewis ने भी, ऐसे प्रयोग को अच्छा नहीं माना है। आप प्रयत्न तो यह करें कि to और Verb के बीच में एक भी Adverb का प्रयोग न हो। यहो सर्वोत्तम है, पर यदि आप एक Adverb का प्रयोग कर ही दें, तो लोगों को चाहिए कि आधुनिक प्रयोगानुसार इस दोष को उदात्तापूर्वक क्षमा कर दें और लेखक या परोक्षार्थी को इसके लिए दण्ड न दें।

Note (b)— Infinitive को काटकर to और Verb के बीच में Adverb 'not' का प्रयोग भयंकर भूल है, क्योंकि not का स्थान सदा Infinitive के पहले रहता है; जैसे—

He asked me *not to go* there.

He asked me *to not go* there.

यहाँ पहले वाक्य में 'not' का प्रयोग Infinitive 'to go' के पहले है, जो शुद्ध है, पर दूसरे वाक्य में Infinitive 'to go' को अलग (split) कर दिया गया है और to तथा go के बीच में 'not' को रखा गया है। यह भी एक प्रकार का Split Infinitive ही है, क्योंकि 'not' एक Adverb है। ऐसा Split Infinitive प्रयोग में नहीं है और कोई भी लेखक या व्याकरणार्थी इसको शुद्ध नहीं कह सकता और न कहता ही है।

EXERCISE

Q. Correct the following sentences—

(a) He explained clearly the poem. (b) I do cheerfully my duties. (c) Describe briefly your class room. (d) Express boldly your views. (e) He was enough pleased to help me (f) I love my country enough dearly. (g) He looks never sad. (h) He comes late always. (i) He was told to not laugh (j) I advised him to not make a noise.

Hints—(a) He clearly explained . . . poem or, he explained the poem clearly. (b) I cheerfully do my duties or, I do my duties cheerfully. (c) Briefly describe or, . . . room briefly. (d) Boldly express or, . . . views boldly (e) pleased enough. (f) dearly enough (g) never looks. (h) always comes. (i) not to laugh. (j) not to make . . .

(vi) Position of Correlatives

Rule 1. Noun, Adjective, Verb and Correlatives

कुछ ऐसे शब्द हैं जो बराबर एक साथ जोड़ा (pair) बनकर आते हैं और Conjunction का काम करते हैं। इन्हें ही Correlatives कहा जाता है। ये हैं—either. . . or, neither. . . nor, both. . . and, not only. . . but also और as much. . . as. इनके प्रयोग के सम्बन्ध में इनके स्थान (position) पर पूरा ध्यान रखना चाहिए, क्योंकि निम्न यह है कि इनमें से एक भाग के साथ जिस Part of Speech का प्रयोग होता है वही दूसरे भाग के साथ भी श्लुक्त होना चाहिए। यदि एक का स्थान Noun के पहले हो, तो दूसरे का भी Noun ही के पहले होना चाहिए, Verb या Adjective आदि के पहले नहीं। इसी प्रकार यदि एक का स्थान Verb के पहले हो, तो दूसरे का भी Verb ही के पहले होना चाहिए, किसी दूसरे प्रकार के शब्द के पहले नहीं, जैसे—

I saw neither *Ram* nor *Mohan*.

I neither *saw* *Ram* nor *wrote* to him.

यहाँ पहले वाक्य में neither का स्थान Noun (Ram) के पहले है। इसलिए इसके जोड़े का स्थान (nor का) भी Noun (Mohan) के पहले है। दूसरे वाक्य में neither का स्थान Verb के पहले है और इसलिए nor का भी स्थान Verb ही के पहले है। यदि हम ऐसा लिखें—*I neither saw Ram nor Mohan*, तो यह असुद्ध होगा, क्योंकि यहाँ 'neither' Verb के पहले है और 'nor' Noun के पहले। एक-दो उदाहरण और लें—

He gave me not only a *book* but also *money*.

He not only *beat* me but also *abused* me.

ये वाक्य शुद्ध हैं। पहले वाक्य में not only के बाद Noun (book) आया है। इसलिए दूसरे (but also) के बाद भी Noun (money) का प्रयोग हुआ है। दूसरे वाक्य में not only के बाद Verb आया है और इसलिए निबन्धानुसार but also के बाद Verb ही आया है। यदि हम इनके स्थान में थोड़ा भी परिवर्तन कर दें, तो वाक्य असुद्ध हो जायगा, जैसे—*He not only gave me a book but also money*. यहाँ not only के बाद Verb आया है, पर but also के बाद Noun 'money', अतः यह वाक्य असुद्ध है। अब both.. and का भी एक-दो उदाहरण लें—

Both *Ram* and *Shyam* are good.

He is both *intelligent* and *diligent*.

ये दोनों ही वाक्य शुद्ध हैं। पहले में both के बाद Noun आया है और इसलिए and के भी बाद Noun ही है। दूसरे वाक्य में both के बाद Adjective का प्रयोग हुआ है और इसलिए and के भी बाद Adjective का ही प्रयोग है। अतः ये वाक्य शुद्ध हैं। अब इन वाक्यों को देखें—*He has read both in India and England* यहाँ both के बाद Preposition 'in' आया है, पर and के बाद Noun 'England'. इसका शुद्ध रूप यह होगा—

He has read both *in* *India* and *in* *England*.

या He has read *in* both *India* and *England*.

अब इन वाक्यों को देखें—

"Both for good and evil almost everything that distinguishes our age from its predecessors is due to science." —BERTRAND RUSSELL

"The poor both in town and country suffered terribly from the price of bread." —G. M. TREVILYAN

"They have been used either to clear a very knotty problem in his mind or in that of his co-workers." —THE MODERN REVIEW : Feb '57

यहाँ पहले के दो वाक्यों में both के बाद क्रमशः Preposition 'for' और 'in' आये हैं, पर and के बाद Nouns 'evil' और 'country', जो असुद्ध हैं। यहाँ and के भी बाद (अर्थात् evil और country के पहले) एक Preposition का प्रयोग होना चाहिए। इसी प्रकार तीसरे वाक्य में either के बाद Infinitive (to clear) आया है, पर 'or' के बाद Preposition (in)। यदि either को problem के बाद रख दिया जाय तो 'either', 'or'

इन सम्बन्ध में मेरा विचार है कि Infinitive को split करके to और V में आप एक से अधिक Adverb का प्रयोग कभी नहीं करें, क्योंकि स्पष्ट बनना है और इसलिए कितने भी व्याकरणकार्य ने, यहाँ तक कि Norman Lewis प्रयोग को अच्छा नहीं माना है। आप प्रदान तो यह करें कि to और Verb के बीच Adverb का प्रयोग न हो। यही सर्वोत्तम है, पर यदि आप एक Adverb का प्रयोग करें, तो लोगों को चाहिए कि प्राथमिक प्रयोगानुसार इस दोष को उदाहरणार्थ इस प्रकार केवक दा परशार्थी को इसके लिए दण्ड न दें।

Note (b)— Infinitive को काटकर to और Verb के बीच में Adverb का प्रयोग सर्वद्वय भूल है, क्योंकि not का स्थान सदा Infinitive के पहले रहना है।

He asked me *not* to go there.

He asked me *to not* go there.

यहाँ पहले वाक्य में 'not' का प्रयोग Infinitive 'to go' के पहले है, यहाँ दूसरे वाक्य में Infinitive 'to go' को अलग (split) कर दिया गया है और to और Verb के बीच में 'not' को रखा गया है। यह भी एक प्रकार का Split Infinitive है। 'not' एक Adverb है। ऐसा Split Infinitive प्रयोग में नहीं है और वहाँ वहाँ व्याकरणकार्य इनको गूढ़ नहीं कह सकता और न कहता ही है।

EXERCISE

Q. Correct the following sentences—

(a) He explained clearly the poem. (b) I do cheerfully my duties in the class room. (c) He explained briefly your class room. (d) Express boldly your views. (e) He is pleased to help me. (f) I love my country enough dearly. (g) He looks never at me. (h) He comes late always. (i) He was told to not laugh. (j) I advised him to make a noise.

Hints: (a) He clearly explained the poem or, he explained the poem clearly. (b) I cheerfully do my duties or, I do my duties cheerfully. (c) He explained the class room briefly. (d) Boldly express or, views boldly. (e) He is pleased enough. (f) dearly enough. (g) never looks. (h) always comes. (i) advised him not to make

(vi) Position of Correlatives

Rule 1. Noun, Adjective, Verb and Correlatives

यदि दो वाक्यों के बीच एक मात्र जोड़ा (pair) बनकर बने हैं और Correlatives का काम करते हैं। उन्हें ही Correlatives कहा जाता है। वे हैं—either...nor, both...and, not only...but also और as...so। इनके प्रयोग के सम्बन्ध में इनके स्थान (position) पर ध्यान रखना चाहिए। प्रयोग यह है कि इनमें से एक भाग के साथ जिस Part of Speech का प्रयोग हुआ है, दूसरे भाग के साथ भी वही प्रयोग करना चाहिए। यदि एक का स्थान Noun के समान है, तो दूसरे का भी Noun के समान होना चाहिए, Verb का स्थान Verb के समान हो, तो दूसरे का भी Verb के समान होना चाहिए। यदि एक का स्थान Adjective का है, तो दूसरे का भी Adjective के समान होना चाहिए। यदि एक का स्थान Verb के समान हो, तो दूसरे का भी Verb के समान होना चाहिए। यदि एक का स्थान Noun के समान हो, तो दूसरे का भी Noun के समान होना चाहिए। यदि एक का स्थान Adjective का है, तो दूसरे का भी Adjective के समान होना चाहिए। यदि एक का स्थान Verb के समान हो, तो दूसरे का भी Verb के समान होना चाहिए।

I saw neither *Ram* nor *Mohan*

I neither *saw* *Ram* nor *wrote* to him.

यहाँ पहले वाक्य में neither का स्थान Noun (*Ram*) के पहले है। इसलिए इसके बाद का स्थान (*not* का) भी Noun (*Mohan*) के पहले है। दूसरे वाक्य में neither का स्थान Verb के पहले है और इसलिए *nor* का भी स्थान Verb ही के पहले है। यदि हम देखा करें—*I neither saw Ram nor Mohan*, तो यह अस्पष्ट होगा, क्योंकि यहाँ 'neither' Verb के पहले है और 'nor' Noun के पहले। एक-दो उदाहरण और हैं—

He gave me not only a *book* but also *money*

He not only *beat* me but also *abused* me.

ये वाक्य स्पष्ट हैं। पहले वाक्य में not only के बाद Noun (*book*) आया है। इसलिए *but also* के बाद भी Noun (*money*) का प्रयोग हुआ है। दूसरे वाक्य में not only के बाद Verb आया है और इसलिए निश्चयपूर्वक *but also* के बाद Verb ही आया है। यदि हम इनके स्थान में बाधा भी परिवर्तन कर दें, तो वाक्य अस्पष्ट हो जायगा, जैसे—*He not only gave me a book but also money*. यहाँ not only के बाद Verb आया है, पर *but also* के बाद Noun 'money'. अतः यह वाक्य अस्पष्ट है। अब *both.. and* का भी एक-दो उदाहरण लें—

Both *Ram* and *Shyam* are good.

He is both *intelligent* and *diligent*.

ये दोनों ही वाक्य स्पष्ट हैं। पहले में *both* के बाद Noun आया है और इसलिए *and* के बाद भी Noun ही है। दूसरे वाक्य में *both* के बाद Adjective का प्रयोग हुआ है और इसलिए *and* के बाद भी Adjective का ही प्रयोग है। अतः ये वाक्य स्पष्ट हैं। अब इन वाक्यों को देखें—*He has read both in India and England* यहाँ *both* के बाद 'reposition' 'in' आया है, पर *and* के बाद Noun 'England'. इसका स्पष्ट स्वर यह होगा—

He has read both *in* India and *in* England.

या He has read *in* both India and England.

अब इन वाक्यों को देखें—

"Both for good and evil almost everything that distinguishes our age from its predecessors is due to science." —BERTRAND RUSSELL

"The poor both in town and country suffered terribly from the price of bread." —G. M. TREVELYAN

"They have been used either to clear a very knotty problem in his mind or in that of his co-workers." —THE MODERN REVIEW : Feb. '57

यहाँ पहले के दो वाक्यों में *both* के बाद क्रमशः Preposition 'for' और 'in' आये हैं, पर *and* के बाद Nouns 'evil' और 'country', जो अस्पष्ट हैं। यहाँ *and* के भी बाद (अर्थात् *evil* और *country* के पहले) एक Preposition का प्रयोग होना चाहिए। इसी प्रकार तीसरे वाक्य में *either* के बाद Infinitive (to clear) आया है, पर 'or' के बाद Preposition (in)। यदि *either* को *problem* के बाद रख दिया जाय तो 'either', 'or'

के दोनों ही भाग बराबर हो जायेंगे, क्योंकि इन दोनों ही के बाद Preposition का प्रयोग हो जायगा और सब वाक्य शुद्ध हो जायगा। देखिए, सावधानी से निम्नलिखित वाक्य लीजिए—

"The poet's command both of his experience and of his technique is perfect."

—F. R. LEAVIS

"The plays of Synge form rather a special case because they are based upon the idiom of a rural people whose speech is naturally poetic, both in imagery and in rhythm."

—T. S. ELIOT

"Goodman is most successful with respect both to the control and to the development of his method."—THE KENYON REVIEW : Spring, '55

"In this lecture I wish to consider both in history and in the present day the relation of the exceptional man to the community."

—BERTRAND RUSSELL

यहाँ इन वाक्यों में both...and को काफी सावधानी से रखा गया है, क्योंकि both और and दोनों ही के बाद Preposition (क्रमशः of, in, to & in) का प्रयोग हुआ है। आप यह भी देखेंगे कि यहाँ Bertrand Russell ने सावधानी से काम लिया है, पर उनका जो वाक्य ऊपर दिया गया है उसमें असावधानी के कारण अशुद्धि आ गयी है। तो, इससे यह स्पष्ट है कि Correlative की अशुद्धि बड़े-बड़े लोगों से भी कभी-कभी असावधानी के कारण हो जाती है। आप इससे अवश्य बचें।

EXERCISE

Q. Correct the following sentences—

(a) I could neither help Ram nor Shyam. (b) He neither had gold nor silver. (c) She neither offended me nor my friend. (d) He both offended me and my friend. (e) He is as much noted for his bravery as for his charity. (f) He not only built a house but also a garage. (g) Latin is not only difficult to read but also to write. (h) I neither met Gopal nor his brother. (i) I have read both in England and America. (j) He has gone both to America and Russia. (k) Neither he comes nor writes. (l) I neither want to take nor give.

Hints—(a) help neither Ram....; (b) had neither gold; (c) offended neither me....; (d) offended both me....; (e) He is noted as much for....; (f) He built not only....; (g) difficult not only to read....; (h) neither Gopal; (i) both in England and in America; (j) both to America and to Russia or....gone to both America and Russia; (k) He neither comes nor writes; (l) neither to take nor to give.

(vii) Position of Relative Pronoun

Rule 1. Relative Pronoun and Antecedent

वाक्यों में Relative Pronoun (who, which और that) तथा Relative Adverb (when and where) को अपने Antecedent के समीप रखना चाहिए; जैसे—
I have read the books of Milton who was a great English poet.

यहाँ Relative Pronoun 'who' को अपने Antecedent 'Milton' के समीप रखा गया और ऐसा चाहिए भी। यदि हम ऐसा लिखें—

I have read Milton's works, who was a great English poet.

तो यहाँ who अपने Antecedent से कुछ दूर चला जाता है। यह अच्छा नहीं आँचता और साह-साह कभी-कभी कर्म में भी अन्तर पड़ जा सकता है। इसलिए आप ऐसा वाक्य नहीं लिखें—

I went to Shyam's residence who is my friend.

ऐसे वाक्य को बनावट को थोड़ा सा बदल दें—

I went to the residence of Shyam who is my friend.

इस वाक्य में न तो व्याकरण की अशुद्धि है और न अर्थ को अस्पष्टता।

EXERCISE

Q. Correct the following sentences—

(a) I like my friend's dog who is a good man. (b) I do not like Shelley's poems who was a romantic poet. (c) A large number of seats have been occupied by scholars that have no backs. (d) Some persons use walking-sticks that are lame and blind (e) I gave Ram a pen who is a nice chap.

Hints—(a).....dog of my friend who., (b). . . poems of Shelley who....; (c) A large number of seats that have no backs have scholars; (d) Some persons that are lame and blind use walking-sticks; (e) I gave a pen to Ram who is....chap.

(C) GOVERNMENT

Rule 1. Transitive Verb and Preposition

अब हम Syntax के तीसरे नियम Government (शासन) पर विचार करें; व्याकरण में कुछ ऐसे शब्द हैं जो दूसरे शब्दों पर शासन करते हैं। Transitive Verb, Preposition तथा कुछ Adjectives (like, unlike, near and worth) अपने बाद में जाने वाले Nouns या Pronouns पर शासन करते हैं, क्योंकि ऐसे Nouns या Pronouns को Objective Case में रहना पड़ता है। ये इस शासन को भंग नहीं कर सकते, क्योंकि ऐसा करना व्याकरण और प्रयोग दोनों ही दृष्टियों से अशुद्ध समझा जाता है। कुछ उदाहरण लें—

I love him.

There is no humanity in him.

You are like him.

यहाँ पहले वाक्य में Transitive Verb (love) के बाद जाने वाला Pronoun (him) Objective Case में है। इसी प्रकार दूसरे वाक्य में Pronoun Objective Case में है, क्योंकि वह Preposition (in) के बाद आया है। तीसरे वाक्य में भी Objective Case (him) का प्रयोग हुआ है, क्योंकि वह like का Object है। अतः ये सभी वाक्य शुद्ध हैं। इन वाक्यों में Nominative Case (he) का प्रयोग सर्वथा अनुचित

KEY

(1) an—Rule II. (2) a—Rule II. (3) a—Rule II. (4) a—Rule II. (5) an, an—Rule II. (6) Bees warden—Rule VI. (7) I love nature and poetry—Rule VII. (8) The Indian Nation—Rule VIII. (f). (9) Everest is the—Rule VIII (a). (10) keep house—Rule IX (a). (11) on foot—Rule IX (a). (12) taken action—Rule IX (a). (13) elected president—Rule IX (b). (14) sent me word—Rule IX (a). (15) in favour—Rule IX (a). (16) sort of man—Rule XI (d). (17) kind of dress—Rule IX (d). (18) He is a poet and critic—Rule IV—Note.

CHAPTER II

ARTICLES

वाक्य में Articles को कहाँ रखना चाहिए इस पर Syntax के अध्याय में Position of Articles के प्रसंग में विचार किया जा चुका है। यहाँ हमें यह देखना है कि किस Article का प्रयोग किन-किन अवस्थाओं में होता है या नहीं होता है।

Rule I. Singular Common Noun and Article

यदि Common Noun Singular Number में हो तो उसके पहले एक Article का प्रयोग अवश्य होता है। यदि वह Noun निश्चित (Definite) हो तो एक Definite Article (the) का प्रयोग होता है और यदि वह अनिश्चित (Indefinite) हो तो एक Indefinite Article (a या an) का, जैसे—

This is *the dog* that I saw yesterday.

It is *a book*. It is *an ink-pot*.

यदि इन Common Nouns (dog, book और ink-pot) के पहले एक Article का प्रयोग नहीं होता, तो वे वाक्य अशुद्ध समझे जाते।

Note—इस नियम के आधार पर यह स्पष्ट है कि यदि वाक्य में Noun का प्रयोग नहीं हो, तो Article का प्रयोग नहीं हो सकता। Noun के रहने पर ही Adjective या Adverb के पहले Article आता है। Noun के नहीं रहने पर Adjective के पहले Article का प्रयोग भयंकर भूल है। एक-दो उदाहरण लें—

He is *a faithful servant*.

यहाँ 'a' का प्रयोग इतना ही ठीक है कि वाक्य में Noun (servant) आया है। यदि यहाँ से इस Noun को हटा दिया जाय, तो Article (a) भी हट जाना, जैसे—

He is faithful.

अब इन वाक्यों को देखें—

He is *a faithful*. He is *a loyal*. You are *a brave*.

इन वाक्यों में Noun का प्रयोग नहीं हुआ है, फिर भी Article का प्रयोग कर दिया गया है, जो अशुद्ध है।

EXERCISE

Q. Correct the following sentences—

(a) It is a very useful. (b) She is a beautiful. (c) It is good thing. (d) There is pen in my pocket.

Hints—Don't use 'a' in (a) and (b). Use 'a' before 'good' and 'pen' in (c) and (d) respectively.

Rule II. 'A' and 'An'

जिन Noun के पहले a या an का प्रयोग करना हो उसको (उसका अनुवाद हिन्दी में लिख लें। यदि उस Noun का पहला letter (अक्षर) हिन्दी में Vowel (स्वरो) हो, तो an का प्रयोग करें, पर यदि उसका पहला letter हिन्दी में Consonant (संज्ञक) हो तो a का, जैसे—

ink-pot.

इसको हिन्दी में लिखें—इंक्पोट। इसका पहला letter (इ) Vowel है। अतः इसके पहले an का प्रयोग होगा—an ink-pot. इसी प्रकार university को हिन्दी में लिखें—यूनिवर्सिटी। इसका पहला letter (यू) Consonant है। अतः इसके पहले a का प्रयोग होगा—a university. कुछ और भी उदाहरण लें—

a European (यू), an hour (आ), an M.A. (एम), an S.D.O. (एस), a humble (ह)।

इन सभी उदाहरणों में Nouns को हिन्दी में लिखने पर उनके पहले letters (अक्षर) यू, आ, ए, ए तथा ह के अनुसार a या an का प्रयोग किया गया है।

अब इन वाक्यों को देखें—

Shree Bhola Manjhi was formerly a L. P. School teacher.

—THE INDIAN NATION : MARCH 19, '57

यहाँ a के बरते an का प्रयोग होना चाहिए।

Note—वायुनिक प्रयोग में hotel, historical तथा humble के पहले a का प्रयोग होता है, an का नहीं; क्योंकि इनका उच्चारण 'होटल', 'हैस्टोरिकल' और 'हम्बुल' के बरते करता है। इसलिए इन शब्दों के पहले an का प्रयोग पुराना समझा जाता है जैसा कि इन आचार्यों ने भी कहा है—

"...an was formerly usual before an unaccented syllable beginning with h (an historical work), but now that the h in 'such words' is pronounced the distinction has become pedantic, and 'a historical' should be said and written; similarly an humble is now meaningless and undesirable."

—FOWLER : MODERN ENGLISH USAGE

"Anyone who says or writes 'an humble man' needs thoroughly shaking up and telling what century he lives in."

—C. WHITTAKER WILSON : ENGLISH GRAMMAR

इसमें से स्पष्ट साक्ष्य है कि इन शब्दों के पहले A का प्रयोग करना ही सही है—

"...but he is a humble man...."

—T. S. ELIOT

"...being a humble engraver, he had no journalistic social career open to him."

—T. S. ELIOT

इसका अर्थ है—

"I therefore welcome this publication which is an humble tribute to his memory by the Ministry of Information and Broadcasting of the Government of India."

—DR. RAJENDRA PRASAD : MAJATMA GANDHI

इसका अर्थ है—

रसे बहुत नहीं कहा जा सकता, क्योंकि भाग भी humble और historical के साथ, इनके पुराने उच्चारण के अनुसार, an का प्रयोग होता है। हाँ, hotel के साथ an का प्रयोग आधुनिक साहित्य में नहीं मिलता। इसलिए मेरा विचार है कि कुछ दिनों तक और भी humble और historical के साथ a और an दोनों ही प्रयोगों को शुद्ध माना जाय।

EXERCISE

Q. 1. Correct the following sentences—

(a) He reads in a H. E. school. (b) Ram is a N.C.C. cadet. (c) I have an one-foot rule. (d) My mother is a M.Com (e) It is an useful rule. (f) It is an U.N.O. resolution. (g) Shri. Bhola Manjhi was formerly a L. P. School teacher. (h) My uncle is a S. I. of Police. (i) A F.L.R. has been submitted.

Hints—(a) an; (b) an; (c) a; (d) an; (e) a; (f) a; (g) an; (h) an; (i) an.

Q. 2. Fill up the blanks with a or an—

(a) You are—university student (b) My brother is—S.D.O
(c) He is—one-eyed man. (d) It is—M. E. School. (e) My son reads in—U. P. school.

Hints—(a) a, (b) an; (c) a; (d) an; (e) a.

Rule III. Adjective, Adverb and Article.

यदि वाक्य में Noun के पहले Adjective का प्रयोग हो और Adjective के पहले Adverb का, तो Article (a या an) अपने सबसे समीप आने वाले Adverb या Adjective के अनुसार होता है, Noun के अनुसार नहीं; जैसे—

a man; an honest man;

an artist; a good artist;

an ink-pot; a lovely ink-pot; an exquisitely lovely ink-pot.

पहले उदाहरण man के पहले नियमानुसार a का प्रयोग हुआ है। दूसरे वाक्य में man के पहले एक Adjective 'honest' आ गया है। इसलिए Article का प्रयोग honest के अनुसार हुआ है, man के अनुसार नहीं। अन्य वाक्यों में भी Noun के पहले आने वाले Adjective या Adverb के अनुसार ही a या an का प्रयोग हुआ है।

Rule IV. Nouns or Adjectives and Article

जब एक से अधिक Noun या Adjective एक ही व्यक्ति या वस्तु का बोध कराये तो फिर एक ही के पहले Article का प्रयोग होता है, पर यदि अलग-अलग व्यक्तियों या वस्तुओं का बोध हो तो उनमें से प्रत्येक के पहले Article का प्रयोग होना चाहिए; जैसे—

a red and blue pencil, a red and a blue pencil,

a poet and thinker; a poet and a thinker.

यहाँ पहले वाक्य में एक ही Adjective के पहले Article का प्रयोग हुआ है, क्योंकि ये दो Adjective 'red' और 'blue' एक ही pencil के लिए प्रयुक्त हुए हैं। दूसरे वाक्य में दोनों ही Adjectives के पहले Article का प्रयोग हुआ है, क्योंकि यहाँ दो पेंसिलों का बोध होता है—एक red और दूसरी blue. इसी प्रकार, तीसरे वाक्य में एक ही Noun के

पहले Article आया है, क्योंकि यहाँ poet और thinker एक ही व्यक्ति है। जैसे
में एक व्यक्ति thinker है और दूसरा poet. इनपर दोनों ही Nouns के पहले Article
का प्रयोग हुआ है।

Note—Article के इन प्रयोग का अमर Verbs पर क्या पड़ता है यह Syntax
समझाया गया है। उस पर ध्यान से विचार करें।

Note—यदि वाक्य में बहुत-से ऐसे Nouns का व्यवहार करना हो जिनमें से किसी
के पहले a और किसी के पहले an आना चाहिए तो उनमें से प्रत्येक के पहले Article का
प्रयोग करना चाहिए; जैसे—

There are many things on this table—a book, a pen and an
ink-pot.

पर यदि उन सभी Nouns से एक ही व्यक्ति या वस्तु का बोध करना हो, तो जिन
पहले Noun के साथ Article का प्रयोग करना चाहिए, उसके पहले नहीं, जैसे—

a thinker and artist; a thinker and an artist.

निष्मानुसार thinker के पहले a और artist के पहले an का प्रयोग अलग-अलग
होना चाहिए, जैसा कि दूसरे उदाहरण में किया गया है। पहले उदाहरण में एक ही Noun के
पहले Article आया है क्योंकि इन दोनों ही Nouns से एक ही व्यक्ति का बोध होता है।

Rule V. Distributive and Possessive Adjectives and Article

यदि Noun के पहले कोई Distributive Adjective (each, either, neither)
या कोई Possessive Adjective (my, our, your, his, her, their) का प्रयोग हो
तो उस Noun के पहले Article का व्यवहार नहीं होता, जैसे—

every book; neither book.

पहले कहा गया है कि Common Noun Singular Number के पहले एक
Article का प्रयोग होता है, पर यहाँ Article का प्रयोग अशुद्ध होता क्योंकि book के पहले
Distributive Adjective आ गया है। इसी प्रकार my a book, his a pen लिखना
अशुद्ध है, क्योंकि यहाँ Noun के पहले Possessive Adjective का प्रयोग हुआ है।

Rule VI. Plural Nouns and Article

यदि Common Noun plural हो, तो Article का प्रयोग नहीं होता। Plural
Nouns के पहले a या an का प्रयोग तो कभी हो ही नहीं सकता, the का भी प्रयोग नहीं
होता है, यदि वह Indefinite (अनिश्चित) हो—

Dogs bark. Cows give milk.

यहाँ 'dogs' और 'cows' से किन्हीं खास dogs या cows बोध नहीं होता है।
इसलिए The dogs bark. और The cows give milk अशुद्ध वाक्य हैं।

Note—यदि किसी Plural Noun से निश्चित व्यक्ति या वस्तु का बोध हो, तो
the का प्रयोग करना उचित है, जैसे—

The dogs of this place bark loudly.

The cows of Ram give much milk.

इन वाक्यों में dogs और cows से निश्चित dogs और cows का बोध होता है।

इसलिए the का प्रयोग शुद्ध है। आप देखेंगे कि साधारणतया जिन Plural Nouns के पहले the का प्रयोग होता है वे Preposition 'of' के पहले आते हैं और वही 'of' उन Plural Nouns को निश्चित बना देता है; जैसे—

Men are good. The men of India are good.

Books are useful. The books of Ram are useful.

यहाँ पहले और तीसरे वाक्यों में men और books के पहले the का प्रयोग नहीं हुआ है, क्योंकि इनसे निश्चित व्यक्ति या वस्तु का बोध नहीं होता, पर दूसरे और चौथे में men और books 'of' के पहले आये हैं, और इसलिए ये निश्चित व्यक्ति या वस्तु का बोध कराते हैं। अतः इन वाक्यों में the का प्रयोग शुद्ध है।

EXERCISE

Q. Correct the following sentences—

(a) You are an good artist (b) It is a red and a blue pencil. (c) An every man can do this work. (d) The each boy is present in the class. (e) It is a your book. (f) The monkeys are very mischievous (g) The bees wander from place to place.

Hints—(a) a. Don't use Article before blue, every, each, your, monkeys and bees in (b), (c), (d), (e), (f) and (g) respectively.

Rule VII. Non-Common Nouns and Article

Proper, Material और Abstract Nouns के पहले Articles का प्रयोग नहीं होता है; जैसे—

Ram is absent.

I like milk and honey.

He got justice.

We love beauty.

पहले वाक्य में Ram के पहले, दूसरे वाक्य में milk and honey के पहले, तीसरे में justice के पहले और चौथे में beauty के पहले Article का प्रयोग नहीं हुआ है, क्योंकि ये शब्दः Proper, Material तथा Abstract Nouns हैं। इनके पहले Article का प्रयोग करना अशुद्ध होता।

Note— Proper, Material और Abstract Nouns के पहले भी Article का प्रयोग हो सकता है, यदि वे Common Noun की तरह प्रयुक्त हों; जैसे—

Kalidas is the Shakespeare of India.

The coal of Jharia is of good quality.

The prosperity of a country depends upon its citizens.

The beauty of Kashmir is praiseworthy.

इन वाक्यों में Shakespeare, coal, prosperity और beauty शब्दः Proper, Material तथा Abstract Nouns हैं। फिर भी, इनके पहले Article का प्रयोग हुआ है, क्योंकि Common Nouns की भाँति ही इनका प्रयोग हुआ है। चाहे वह भी देखेंगे कि इन वाक्यों में वे सभी Nouns 'of' के पहले आते हैं जो उन्हें निश्चित बना देता है। इसलिए यहाँ Definite Article का प्रयोग हुआ है।

(h) Before the dates of a month, जैसे—

the 2nd of January; the 4th of March.

(i) Before the ordinal numbers written in letters, जैसे—

the first; the second; the third; the sixth.

Note (a)—यदि ऐसी संख्या को Roman figures में लिखा जाय तो उसके साथ *the* का प्रयोग नहीं होता, जैसे—

Edward I, George III, George VI.

Note (b)—ध्यान रहे कि Roman figures के बाद *st*, *rd* वा *th* का भी प्रयोग ही होता; इसलिए Edward Ist, George IIIrd, George VIth इत्यादि लिखना शुद्ध है।

(j) Before the Superlative Degree, जैसे—

the best boy; the most beautiful flower; the highest mountain.

इन उदाहरणों में 'best', 'most' और 'highest' Superlative Degree में हैं।
 इसलिए इनके पहले *the* का प्रयोग होना आवश्यक है।

(k) Before Adjectives used as Nouns, जैसे—

*the poor (poor men); the rich (rich men); the blessed
 blessed men).*

(l) Before the names of professions, जैसे—

the Bar; the Bench; the Press.

EXERCISE

Q. Correct the following sentences—

(a) The Everest is the highest mountain in the world. (b) George the III was a bad king. (c) I read Bible and Gita every day. (d) One likes to look at moon but not at sun. (e) He is most intelligent boy of his class. (f) Indian Nation is a very popular daily.

Hints—Don't use 'the' before Everest and III in (a) and (b) respectively. Use 'the' before Bible, Gita, moon, sun, most and Indian Nation.

Rule IX. Omission of Article

इन अवस्थाओं में Article का प्रयोग कभी भी नहीं होता है—

(A) इन phrases के साथ—(i) to make room, to catch fire, to take action, to give or take offence, to keep house, to shake hands, to leave school, to set sail, to send word, to set foot, to give battle, to give way;

(ii) at home, at fault, at dawn, at night, at noon, at sight, at ease, at school, at college, at hand;

(iii) day by day, side by side, face to face, hand to hand, hand in hand, bound hand and foot, part and parcel, from hand to mouth;

(iv) by name, by train or steamer, by land, by sea, by air;

(v) for sale, for favour, for fear, for leave;

(vi) in fact, in hand, in bed, in front of, in favour of, in trouble, in earnest, in jest;

(vii) on demand, on sale, on earth, on foot,

(viii) under consideration, under ground, under trial.

उैसे—

I have taken action against him.

There is a garden in front of my house.

I shook hands with him.

The matter is under consideration.

यदि इन वाक्यों में क्रमशः action, front, hands और consideration के पहले Article का प्रयोग होता, तो वे वाक्य अशुद्ध हो जाते, क्योंकि इन phrases के साथ Article का प्रयोग नियम के विरुद्ध है।

(B) Appoint, crown, elect तथा make के बाद आने वाले Nouns के साथ जो complement का काम करते हैं, जैसे—

They elected him president.

He was appointed chairman.

He was crowned king.

इन वाक्यों में 'president', 'chairman' तथा 'king' Common Nouns हैं। फिर भी, इनके पहले Article का प्रयोग नहीं हुआ है, जो शुद्ध है। यहाँ Article का प्रयोग अशुद्ध होता।

(C) Common Nouns यदि वे Title (पदवी) के लिए प्रयोग किये जायें, जैसे—

King of England, Queen of England, Queen Victoria इत्यादि।

इन उदाहरणों में King और Queen के पहले Article का प्रयोग नहीं हुआ क्योंकि इनसे पदवी का बोध होता है।

(D) Kind of and sort of के बाद, जैसे—

What kind of dress are you looking for?

I do not like this sort of man.

यदि यहाँ kind of dress और sort of man के बदले क्रमशः kind of a dress और sort of a man लिखा जाता, तो वह अशुद्ध होता, क्योंकि kind of और sort of के बाद Article नहीं आता है।

अब इन वाक्यों को देखें—

"...we might be able to balance ourselves and develop some kind of an integrated life."

—JAWAHARLAL NEHRU

"It is idle to speculate what sort of an artist he would have been had he not possessed this passion for lavish expenditure."

—IFOR EVANS

यहाँ पहले वाक्य में life के पहले और दूसरे में artist के पहले an का प्रयोग नियमनुसार अशुद्ध है, क्योंकि 'an' के 'kind of' और 'artist' के पहले sort of आया है।

Q. Correct the following sentences—

(a) At that time my memory was at the fault. (b) He came on the foot.
 c) I left the school in 1941. (d) He sent the word that he would come. (e) Victoria,
 the Queen of England, was very kind-hearted. (f) Ram is in the bed these days.
 g) I am not in the favour of this proposal. (h) He came here by the sea but
 went by the air. (i) He was elected a chairman. (j) What kind of a picture do you
 like? (k) One likes this sort of a book.

Hints—Don't use any article before fault, food, school, word, Queen, bed,
 favour, sea, air, chairman, picture and book.

REFRESHER COURSE I**Correct the following sentences—**

1. He is in the debt.
2. I sent him a word.
3. What kind of a girl is she ?
4. The inner and outer walls are strong.
5. The Secretary and Accountant have been punished.
6. The honesty is a best policy.
7. Rich are dishonest.
8. Are you an university student ?
9. Would you travel by a train ?
10. Is it an hotel ?
11. Himalayas lie to north of the India.
12. More you get more you want.
13. What sort of a book do you like the best ?
14. How did this house catch the fire ?
15. Is he in the jail ?

Hints—1. in debt 2. him word 3. kind of girl 4. the outer 5. The
 Secretary and Accountant has, or the Secretary and the Accountant have 6. Hon-
 esty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the
 north of India. 12. The more .the more. 13. sort of book. like best 14. catch
 fire. 15. in jail.

REFRESHER COURSE II**Explain why the following sentences are correct or incorrect—**

1. An ink is an useful article.
2. He is an African, not an European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
6. Ganges is in flood now.
7. Dead man tells no tales.

(vi) in fact, in hand, in bed, in front of, in favour of, in trouble, in earnest, in jest;

(vii) on demand, on sale, on earth, on foot;

(viii) under consideration, under ground, under trial.

जैसे—

I have *taken action* against him.

There is a garden *in front of* my house.

I *shook hands* with him.

The matter is *under consideration*.

यदि इन वाक्यों में क्रमशः action, front, hands और consideration Article का प्रयोग होता, तो ये वाक्य अशुद्ध हो जाते, क्योंकि इन phrases के साथ का प्रयोग नियम के विरुद्ध है।

(B) Appoint, crown, elect तथा make के बाद आने वाले Nouns जो complement का काम करते हैं, जैसे—

They elected him president.

He was appointed chairman.

He was crowned king.

इन वाक्यों में 'president', 'chairman' तथा 'king' Common Nouns हैं। फिर भी, इनके पहले Article का प्रयोग नहीं हुआ है, जो शुद्ध है। यहाँ Article का प्रयोग अशुद्ध होता।

(C) Common Nouns यदि वे Title (पदवी) के लिए प्रयोग किए जायें King of England, Queen of England, Queen Victoria इत्यादि—

इन उदाहरणों में King और Queen के पहले Article का प्रयोग नहीं है। क्योंकि इनसे पदवी का बोध होता है।

(D) Kind of and sort of के बाद, जैसे—

What *kind of* dress are you looking for?

I do not like this *sort of* man.

यदि यहाँ kind of dress और sort of man के बदले क्रमशः kind of a और sort of a man लिखा जाता, तो वह अशुद्ध होता, क्योंकि kind of और sort of के बाद Article नहीं आना है।

अब इन वाक्यों को देखें—

"...we might be able to balance ourselves and develop *kind of an integrated life.*"

—JAWAHARLAL NEHRU

"It is idle to speculate what *sort of an artist* he would have been had he not possessed this passion for lavish expenditure."

—J. B. H. P.

यहाँ पहले वाक्य में life के पहले और दूसरे में artist के पहले an का प्रयोग अशुद्ध है, क्योंकि life के पहले kind of और artist के पहले sort of आना चाहिए।

Q. Correct the following sentences—

(a) At that time my memory was at the fault. (b) He came on the foot. I left the school in 1941 (d) He sent the word that he would come. (e) Victoria, Queen of England, was very kind-hearted. (f) Ram is in the bed these days. I am not in the favour of this proposal. (h) He came here by the sea but not by the air. (i) He was elected a chairman. (j) What kind of a picture do you like? (k) One likes this sort of a book.

Hint—Don't use any article before fault, food, school, word, Queen, bed, car, sea, air, chairman, picture and book.

REFRESHER COURSE I

Correct the following sentences—

1. He is in the debt.
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9. Would you travel by a train?
10. Is it an hotel?
11. Himalayas lie to north of the India.
12. More you get more you want.
13. What sort of a book do you like the best?
14. How did this house catch the fire?
15. Is he in the jail?

Hint—1. in debt. 2. him word. 3. kind of girl. 4. the outer. 5. The Secretary and Accountant has, or the Secretary and the Accountant have. 6. Honesty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the north of India. 12. The more...the more. 13. sort of book...like best. 14. catch fire. 15. in jail.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. An ink is an useful article.
2. He is an African, not an European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
6. Ganges is in flood now.
7. Dead man tells no tales.

(vi) in fact, in hand, in bed, in front of, in favour of, in trouble, in earnest, in jest;

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जैसे—

I have *taken action* against him.

There is a garden *in front of* my house.

I *shook hands* with him.

The matter is *under consideration*.

यदि इन वाक्यों में क्रमशः action, front, hands और consideration Article का प्रयोग होता, तो वे वाक्य अशुद्ध हो जाते, क्योंकि इन phrases के अर्थ का प्रयोग नियम के विरुद्ध है।

(B) Appoint, crown, elect तथा make के बाद आने वाले Nouns जो complement का काम करते हैं, जैसे—

They *elect*ed him president.

He was *appointed* chairman.

He was *crowned* king.

इन वाक्यों में 'president', 'chairman' तथा 'king' Common Nouns हैं। फिर भी, इनके पहले Article का प्रयोग नहीं हुआ है, जो हट है। यहाँ Article का प्रयोग अशुद्ध होता।

(C) Common Nouns यदि वे Title (पदवी) के लिए प्रयोग दिये जायें, जैसे King of England, Queen of England, Queen Victoria इत्यादि।

इन उदाहरणों में King और Queen के पहले Article का प्रयोग नहीं है, क्योंकि इनसे पदवी का बोध होता है।

(D) *Kind of* and *sort of* के बाद, जैसे—

What *kind of* dress are you looking for?

I do not like this *sort of* man.

यदि यहाँ kind of dress और sort of man के बदले क्रमशः kind of a और sort of a man लिखा जाता, तो वह अशुद्ध होता, क्योंकि kind of a और sort of a के बाद Article नहीं आता है।

अब इन वाक्यों को देखें—

"...we might be able to balance ourselves and develop *kind of* an integrated life."

—JAWAHARLAL NEHRU

"It is idle to speculate what *sort of* an artist he would have been had he not possessed this passion for lavish expenditure."

—FORBES

यहाँ पहले वाक्य में life के पहले और दूसरे में artist के पहले an का प्रयोग लिखा है, क्योंकि life के पहले kind of और artist के पहले sort of आता है।

Q. Correct the following sentences—

- (a) At that time my memory was at the fault. (b) He came on the foot.
 (c) I left the school in 1941. (d) He sent the word that he would come. (e) Victoria,
 Queen of England, was very kind-hearted. (f) Ram is in the bed these days.
 (g) I am not in the favour of this proposal. (h) He came here by the sea but
 not by the air. (i) He was elected a chairman. (j) What kind of a picture do you
 like? (k) One likes this sort of a book.

Hints—Don't use any article before fault, food, school, word, Queen, bed,
 our, sea, air, chairman, picture and book.

REFRESHER COURSE I

Correct the following sentences—

1. He is in the debt.
2. I sent him a word.
3. What kind of a girl is she?
4. The inner and outer walls are strong.
5. The Secretary and Accountant have been punished.
6. The honesty is a best policy.
7. Rich are dishonest.
8. Are you an university student?
9. Would you travel by a train?
10. Is it an hotel?
11. Himalayas lie to north of the India.
12. More you get more you want.
13. What sort of a book do you like the best?
14. How did this house catch the fire?
15. Is he in the jail?

Hints—1. in debt. 2. him word. 3. kind of girl. 4. the outer. 5. The
 Secretary and Accountant has, or the Secretary and the Accountant have. 6. Hon-
 esty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the
 north of India. 12. The more, the more. 13. sort of book. like best. 14. catch
 fire. 15. in jail.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. An ink is an useful article.
2. He is an African, not an European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
6. Ganges is in flood now.
7. Dead man tells no tales.

8. Friend in a need is friend indeed.
 9. He is heir to the throne.
 10. There is an ewe in the field.
-

REFRESHER COURSE III

Rewrite the following sentences changing all the words into their opposite numbers.

1. I have five pots.
 2. They are honest men.
 3. We are university students.
 4. These are useful rules.
 5. They are M. Ps.
-

"There are still certain minimum essentials of Good English which the cultivated speaker carefully observes."

—NORMAN LEWIS

ADJECTIVES

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your results with the key given overleaf—

1. I have two pens and every pen writes well.
2. Neither courses of action would be safe.
3. I do not like those sort of persons.
4. As I have few money, I can give you ten rupees only.
5. He has much milk and mangoes.
6. I like the poetry of the 16th and the 17th centuries.
7. The whole resolutions were accepted.
8. Which is worse—smoking, drinking or gambling ?
9. The power-house of Chapra is bigger than Arrah.
10. I can run as fast if not faster than you.
11. Ram is much taller than me.
12. You are wiser than braver.
13. This is the safest and intelligent way.
14. He is better than anybody in the class.
15. This book is more preferable than that.
16. The patient is comparatively better to-day.
17. This boy is the better than the two.
18. Which is the best—meat or fish ?
19. He is one of the best if not the best men.
20. Wordsworth, Keats, and Shelley are great poets but the latter is not so great as the former.

KEY

(1) each pen—Distributive Adj.—Rule II. (2) neither course—Distributive Adj.—Rule I. (3) Allowable in hasty talk only, and hence write—those sorts or that sort—Demonstrative Adj.—Rule I. (4) little money—Numeral Adj.—Rule V (a) and (b). (5) much milk and many mangoes—Quantitative Adj.—Rule II. (6) century—Numeral Adj.—Rule III. (7) The whole resolution was or all the resolutions were—Quantitative Adj. Rule VI. (8) worst—Superlative Degree—Rule I. (9) bigger than that of (power-house of) Arrah—Comparative Degree—Rule II. (10) as fast as—Comparative Degree—Rule VII. (11) than I—Comparative Degree—Rule V. (12) more wise than brave—Comparative Degree—Rule VII. (13) and most intelligent way—Comparative Degree—Rule IX. (14) anybody else—Comparative Degree—Rule X. (15) This book is preferable to that—Comparative Degree—Rule XI. (16) is better or comparatively well—Comparative Degree—Rule XII. (17) better of the two—Comparative Degree—Rule XIII. (18) Which is better—Superlative Degree—Rule I and Comparative Degree—Rule I. (19) one of the best men if not the best—Superlative Degree—Rule VI. (20) but the last is not so great as the first—Superlative Degree—Rule VII.

CHAPTER III
ADJECTIVES

Adjectives को वाक्य में कहाँ तथा किस प्रकार रखना चाहिए इस पर Syntax के अध्याय में Position of Adjectives के अन्तर्गत विचार हो चुका है। अब हमें यह जानना है कि भिन्न-भिन्न प्रकार के Adjectives के प्रयोग किस प्रकार होते हैं। उन्हें एक-एक कर लें और उन पर विचार करें।

DISTRIBUTIVE ADJECTIVES

Rule I. Each, Every, Either and Neither

इनके सम्बन्ध में बाद रखें कि इनके बाद सदा Singular Noun का प्रयोग होता है, जैसे—

each book; every book; neither book; either book.

यहाँ Plural Noun (books) का प्रयोग अनुचित होता है।

Note—यदि every के बाद कोई बहुवचन संख्यासूचक विशेषण (Plural Numeral Adjective) आवे, तो उस Adjective के बाद Plural Noun आता है, Singular नहीं, जैसे—

every two hours; every five days.

Rule II. Each and Every

Rule (a)—Each का प्रयोग सदा दो या दो से अधिक व्यक्तियों या वस्तुओं के साथ होता है, पर every का प्रयोग दो से अधिक के साथ (अर्थात् कम-से-कम तीन के साथ) दो के साथ कभी नहीं, जैसे—

The two boys had each a pen.

The ten boys had each a pen.

Every boy had a pen.

इस अन्तिम वाक्य से यह क्लृप्तता है कि लड़कों की संख्या कम-से-कम तीन तो अवश्य थी। इसलिए दो ही व्यक्तियों या वस्तुओं का बोध हो, तो every का प्रयोग नहीं करना चाहिए। अतः यह अशुद्ध है—

There are two boys here and every boy had a pen.

यहाँ every के बदले each का प्रयोग होना चाहिए। यदि आप इस कठिनाई से बचना चाहें, तो सिर्फ each का प्रयोग करें, क्योंकि इसका प्रयोग दो और दो से अधिक के लिए भी होता है। बहुत लोग 'each and every' का भी प्रयोग करते हैं जो शुद्ध है। इसका प्रयोग

किसी चीज पर अधिक जोर देने के लिए ही किया जाता है, पर याद रखें कि यदि सिर्फ दो ही का बोध हो तो न every का प्रयोग होगा और न each and every का ही; क्योंकि इन दो से अधिक का बोध होता है। इसलिए यह वाक्य अशुद्ध है—

There are two boys here and each and every boy has a pen.

यहाँ every का प्रयोग अशुद्ध है। केवल each से ही काम चल जायगा और वही रुढ़ भी है।

Rule (b)—Each और every में दूसरा अन्तर यह है कि each को Pronoun को तरह भी प्रयोग किया जाता है, पर every को नहीं; अर्थात् 'each' Adjective और Pronoun दोनों ही है, पर every सिर्फ Adjective. इसलिए each के बाद of का प्रयोग होता है, पर every के बाद कभी भी नहीं; जैसे—

Each of them is doing his duty.

यहाँ each के बदले every (every of them) का प्रयोग सर्वथा अनुचित होता। यदि every के साथ one को जोड़कर everyone बना दें, तो इसका प्रयोग Pronoun की तरह हो सकता और इसे of के पहले रख सकते हैं; जैसे—

Everyone of them is doing his duty.

Rule III. Distributives and Article

Distributive Adjectives के पहले Article का प्रयोग नहीं होता। इसलिए an each book; the every book आदि जैसे प्रयोग अशुद्ध हैं, जिसकी चर्चा पहले भी Articles के सम्बन्ध में हो चुकी है।

EXERCISE

Q. Correct the following sentences—

(a) Every boys are reading their books. (b) I have only two pens but every pen writes well. (c) The medicine is given to a patient every three hour. (d) You have to take one tablet each four hours. (e) You should take neither sides. (f) Either roads will lead you there. (g) Every of us should do his work. (h) An every book is not equally useful. (i) The each book should be read carefully.

Hints—(a) every boy is reading his book; (b) each; (c) hours; (d) every; (e) side; (f) road, (g) everyone. Don't use 'an' and 'the' in (h) and (i) respectively.

POSSESSIVE ADJECTIVES

Rule I. Possessive Adjectives and Nouns

Possessive Adjectives (my, our, your, its, her और their) Possessive Pronouns हो हैं, जो Adjective का रूप धरने हैं। हर Possessive Pronouns के हैं—mine, ours, yours, hers और theirs. जब Possessive Adjectives तथा Possessive Pronouns का प्रयोग लगभग-जो में करें। निम्न यह है कि Possessive Adjective Noun के पहले जगह में Pronoun Verb के बाद, जैसे—

This is *my* *mine*.

This is *your* book. The book is *yours*.

पहले और तीसरे वाक्य में *my* और *your* का प्रयोग Noun के पहले हुआ है, पर दूसरे और चौथे में *mine* तथा *yours* का Verb के बाद। ये प्रयोग शुद्ध हैं। यदि हम *my* को Verb के बाद रख दें और *mine* को Noun के पहले, तो यह अशुद्ध होगा। इसलिए ये वाक्य अशुद्ध हैं—

This is *mine* pen. These are *theirs* books.

यहाँ *mine* के बदले *my* का प्रयोग होना चाहिए और *theirs* के बदले *their* का।

Note (a)— *His* का प्रयोग Noun के पहले हो सकता है और Verb के बाद भी, क्योंकि यह Possessive Pronoun है और Possessive Adjective भी; जैसे—

This is *his* book. The book is *his*.

Note (b)— Possessive Pronoun के spelling पर पूरा ध्यान रखें—*its* (*it's* नहीं), *ours* (*our's* नहीं), *yours* (*your's* नहीं), *hers* और *theirs* (*her's* या *their's* नहीं)।

Rule II. Possessive Adjectives and Nouns

Possessive Adjective के रहने पर Noun के लिए Article का प्रयोग नहीं होता है; जैसे—

This is *his* pen. That is *her* ink-pot.

यहाँ *pen* और *ink-pot* के साथ *a*, *an* या *the* का प्रयोग नहीं हो सकता। अतः ये वाक्य अशुद्ध हैं—

That is *a* my favourite book.

This is *the* your best work.

EXERCISE

Q. Correct the following sentences—

(a) These are *mine* books not *your's* (b) *Our's* wants are unlimited
(c) *Her's* hair is black. (d) *Their's* ideas are old (e) It is *a* your house (f) This is the *mine* best dress (g) These things are *our's*

Hints— (a) These books are *mine*, not *yours*; (b) *our*; (c) *her*; (d) *their*;
(e) It is *your* house; (f) This is *my* best dress, (g) *ours*.

DEMONSTRATIVE ADJECTIVES

इन विशेषणों के द्वारा Noun की ओर संकेत (point out) किया जाता है कि बहुत स्पष्ट कि या बहुत समीप है या दूर, निश्चित है या अनिश्चित। ये विशेषण दो प्रकार के होते हैं— (i) Definite (*this*, *that*, *these*, *those*, *the same*, और *the other*), (ii) Indefinite (*a*, *an*, *a certain*, *certain*, *some*, *another*, *other*, और *any other*). इनमें *a*, *an* तथा *the* का एक अलग भी नाम है और वह है Article.

Rule I. Demonstrative Adjectives and their number

Demonstrative Adj

ये यह ध्यान रखना चाहिए कि Singl

Adjective के साथ Singular Noun का और Plural Adjective के साथ Plural Noun का व्यवहार हो; जैसे—

this boy; these boys; this book; a certain man; certain men; another pen; other pens.

Note— बात यह नहीं भूलें कि a, an, a certain, one तथा another जो Indefinite Demonstrative Adjective हैं, शब्द singular हैं; अतः इनके बाद सदा Singular Nouns का प्रयोग होता है। इसलिए ये शब्द शब्द हैं—

These are another books. There are a certain boys.

इसी प्रकार Indefinite Demonstrative Adjective 'certain' और 'other' शब्द plural हैं और इसलिए इनके साथ सदा Plural Nouns का ही प्रयोग होना चाहिए; जैसे—

certain boys; other boys

कुछ ऐसे Indefinite Demonstrative Adjectives हैं, जो singular और plural दोनों ही हैं—any, such, some और any other. इसलिए इनके साथ Singular या Plural Noun का प्रयोग करना आपको इच्छा पर निर्भर करता है; जैसे—

any country; any countries.

Definite Demonstrative Adjectives में 'this' और 'that' singular हैं, पर 'these' और 'those' plural. अतः इनके बाद भी Noun का प्रयोग इनके वचन पर निर्भर करता है। Such, the same तथा the other का प्रयोग Singular और Plural दोनों ही वचनों में होता है; जैसे—

the other man; the other men.

Demonstrative Adjectives की चर्चा यहाँ इतने विस्तारपूर्वक इसलिए की गई है कि आप इनके Number पर पूरा ध्यान रखें और singular के साथ Singular Noun का प्रयोग करें तथा plural के साथ Plural Noun का। अब इन बातों को देखें बिना इन नियमों का भंगकर उल्लंघन किया गया है—

I like these sort of men.

I do not like those kind of men

यहाँ these और those के साथ Singular Noun वचन, sort और kind का प्रयोग कर दिया गया है; इनके शुद्ध रूप ये होंगे—

I like this sort of men.

I do not like that kind of men.

इसकी चर्चा Syntax में Adjective और Noun के Agreement के अन्तर्गत पृष्ठ ३८ में विस्तारपूर्वक पहले ही की जा चुकी है, यहाँ मुझे इतना ही बताना है कि these/those sort या these/those kind का प्रयोग केवल वास्तविक ही वचनों के लिए Fowler ने सही माना है, साहित्यिक प्रयोग के लिए नहीं। अमेरिका में भी यहाँ प्रयोग के नाम पर व्याकरण के नियमों को ठुकरा दिया गया है, इस नियम का पालन सम्पूर्णतः किया जाता है।

Rule II. 'Another', 'Other' and 'Any other'

Another का प्रयोग Singular Noun के साथ और other का Plural Noun के साथ Affirmative Sentence में होता है, पर any other का प्रयोग Singular और Plural दोनों ही वचनों के Nouns के साथ Negative sentence में, जैसे—

I have read *another* book.

I have read *other* books.

I have not read *any other* book or books.

यहाँ पहले दो वाक्य Affirmative हैं। पहले में Singular Noun (book) आया है। इसलिए इसके साथ another का प्रयोग हुआ है, पर दूसरे वाक्य में Plural Noun (books) का प्रयोग हुआ है। इसलिए इसके साथ other आया है। तीसरा वाक्य Negative है और इसलिए यहाँ any other का प्रयोग किया गया है। अब इन वाक्यों को देखें—

I have read *any other* book.

I have not read *another* book.

यहाँ पहले वाक्य में another का प्रयोग होना चाहिए और दूसरे में any other का, क्योंकि पहला वाक्य Affirmative है और दूसरा Negative.

EXERCISE

Q. Correct the following sentences—

- (a) I do not read these kind of books. (b) I do not like those sort of men.
 (c) There was certain man whose name I do not remember. (d) They are another men. (e) This is other pen (f) I have met any other person this evening (g) I have not used another pen to-day (h) What does other teacher suggest ?

Hints—(a) those kinds, or that kind; (b) those sorts, or that sort; (c) a certain, (d) other; (e) another; (f) another. . . . ; (g) any other; (h) another.

NUMERAL ADJECTIVES

Numeral Adjective (संख्यावाचक विशेषण) के दो भेद हैं—

1. Definite और 2. Indefinite.

Definite Numeral Adjectives के तीन भाग हैं—

- (a) Cardinals (one, two, three, four etc.),
 (b) Ordinals (first, second, third, fourth etc.);
 (c) Multiplicatives (single, double, treble, triple, two-fold, three-fold etc.).

Indefinite Numerals वे हैं—all, some, many, several, sundry, enough, no, none and few.

Rule I. Many and Several

Many और several के शब्द सदा Plural Common Noun का प्रयोग होता है.

उदा—

many men; several men.

इससे यह स्पष्ट है कि इनके साथ Material तथा Abstract Nouns का प्रयोग नहीं हो सकता है, क्योंकि इनका plural होगा ही नहीं। इसलिये वे वाक्य प्रगुद्ध हैं—

He has many money.

You have many gold and silver.

She possesses many beauty.

I have several milk.

इन वाक्यों में much का प्रयोग होना चाहिए, क्योंकि वे Material या Abstract Nouns हैं।

EXERCISE

Q. Correct the following sentences—

(a) Ram has much pens and pencils. (b) He feels much difficulties. (c) He has observed many uncommon phenomenon. (d) I have faced much troubles. (e) The poet says that in life there are much cares and anxieties.

Hints—(a) many; (b) much difficulty or many difficulties; (c) phenomena; (d) much trouble or many troubles; (e) many.

Rule II. The Ordinals and Nouns

जिन Definite Numeral Adjectives से serial order का बोध होता है, उन्हें Ordinals कहते हैं, जैसे—first, second, third इत्यादि। इसके पहले the का प्रयोग होता है और बाद में Singular Noun का, जैसे—

the second class; the third period; the fourth dimension.

यहाँ classes, periods तथा dimensions का प्रयोग अशुद्ध होता।

Rule III. Ordinals, Cardinals and Nouns

यदि and से संयुक्त सभी Ordinals के लिए एक ही Noun का प्रयोग हो और सिर्फ पहले Ordinal के पहले the आये, तो वह Noun Plural Number में रहता है; पर यदि सभी Ordinals के पहले the का प्रयोग हो, तो वह Noun Singular Number में रहता है, जैसे—

I have read the literature of the seventeenth and eighteenth centuries.

I have read the literature of the seventeenth and the eighteenth century.

यहाँ पहले वाक्य के दो Ordinals (seventeenth and eighteenth) को 'and' से जोड़ा गया है, पर सिर्फ पहले Ordinal (seventeenth) के पहले the आया है। इसलिये यहाँ Noun (centuries) Plural Number में है। दूसरे वाक्य में and से संयुक्त इन दोनों ही Ordinals के पहले the आया है। इसलिये यहाँ Singular Noun (century) का प्रयोग हुआ है। यदि पहले वाक्य में (century) और दूसरे में (centuries) का प्रयोग कर दिया जाय तो वह अशुद्ध समझा जायगा। ऐसे वाक्यों में थोड़ी-सी भी असावधानी के कारण

गलती हो जाती है—

“...let us merely remind ourselves of two relevant forces—the scientific movement of the sixteenth and the seventeenth centuries.”

—BASIL WILLEY

इस वाक्य में दोनों Ordinals के पहले the आया है। इसलिए यहाँ Singular Noun (century) का प्रयोग करना चाहिए।

अब देखिए, सावधानी से लिखने पर इसका शुद्ध प्रयोग—

“...and the part of it that he has most enjoyed is the literature of the great ages, the sixteenth and seventeenth centuries.”

—T. S. ELIOT

“Secondly, how did the religious conflicts of the sixteenth and seventeenth centuries leap up to the growth of natural religion in our period?”

—BASIL WILLEY

इस दोनों वाक्यों में एक ही Ordinal के पहले the आया है। इसलिए Plural Noun (centuries) का प्रयोग शुद्ध है।

EXERCISE

Q. Correct the following sentences—

(a) He has read the first and second chapter of this book. (b) He has read the first and the second chapters of this book. (c) G. B. Shaw lived through two centuries—the 19th and the 20th.

Hints—(a) chapters; (b) chapter; (c) the 19th and 20th.

Rule IV. Ordinals, Cardinals and Position

यदि किसी Noun के पहले Cardinal तथा Ordinal दोनों ही प्रकार के Adjectives आये, तो वाक्य में पहले Ordinal को रखना चाहिए और उसके बाद Cardinal को; जैसे—

I have read the *first two* chapters of this book.

यहाँ पहले Ordinal (first) आया है और उसके बाद Cardinal (two). यदि ऐसा लिखें—I have read the two first chapters, तो अशुद्ध होगा।

EXERCISE

Q. Correct the following sentences—

(a) He has read the four first books of the Paradise Lost. (b) The two first boys were rewarded. (c) The five first competitors got gold medals and three last silver ones. (d) The three first candidates have been selected for appointment.

Hints—(a) first four; (b) first two; (c) first five ... last three; (d) first three.

Rule V. Few, A few and The few

Rule (a)— इनके साथ सदा Plural Noun का प्रयोग होता है और इनके साथ Noun सदा होता है जिसका plural हो सके; जैसे—

He has *few pens*. He has *a few pens*. He has lost *the few pens* he had.

इन सभी वाक्यों में Plural Noun का प्रयोग हुआ है, जो गूढ़ है। यदि Singular Nouns का प्रयोग हुआ होता, तो वाक्य अशुद्ध हो जाने; जैसे—

He has *few rice*. He has *a few love* for others.

Note— Few और little, a few और a little तथा the few और the little के अर्थ में अन्तर नहीं है, क्योंकि इनमें क्रमशः 'कुछ नहीं', 'कुछ' तथा 'जो कुछ बचा' का बोध होता है, पर व्याकरण की दृष्टि से इनमें अन्तर यह है कि few, a few तथा the few के साथ सदा Plural Noun का प्रयोग होता है, पर little, a little तथा the little के साथ सदा Singular Nouns का; जैसे—

He has *little rice*. He has *a little love* for others.

इसलिए 'कुछ' के अर्थ में few के साथ Singular Nouns का प्रयोग और little के साथ Plural Nouns का प्रयोग भयंकर भूल है। अब इस वाक्य को देखें—

I have *less friends* and *fewer milk* than Shyam has.

यहाँ less के बदले fewer का और fewer के बदले less का प्रयोग होना चाहिए।

Rule (b)— Few का अर्थ होता है 'कुछ नहीं', a few का 'कुछ' और the few का 'जो कुछ बचा'। इससे यह स्पष्ट है कि जहाँ 'कुछ' अर्थ का बोध करना हो वहाँ few का प्रयोग होना चाहिए और जहाँ 'कुछ भी नहीं' का बोध हो वहाँ few का। अतः अतः से few के बदले a few या a few के बदले few का प्रयोग हो नाय, तो यह व्याकरण की दृष्टि से नहीं, बल्कि अर्थ की दृष्टि से भी अशुद्ध समझा जायगा; जैसे—

Ram has *few books* and so he can give me only two.

यहाँ few books से यह पता चलता है कि राम के पास कुछ भी (एक भी) किताब नहीं है, तो फिर वह दो किताबें देगा कैसे? इसलिए, अर्थ की दृष्टि में रखते हुए, यहाँ a few का प्रयोग होना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) He has *few money*. (b) She has *few love* for her husband. (c) I have purchased *a few rice* to-day. (d) I have *few cows* that give me five scers of milk. (e) I had *few coins* with me and so I gave only two annas to the beggar. (f) I have *few books* which I have read very thoroughly. (g) He has *a little pens*. (h) She has *a little rupees*. (i) My cow does not give me *fewer milk* than yours. (j) He stayed *few months* after he returned from England.

Hints— (a) a little; (b) little; (c) a little; (d) a few; (e) a few; (f) a few; (g) a little; (h) a few; (i) less; (j) a few.

VI. 'Many', 'Many a/an' and Nouns

a, a good great many के बाद Noun सदा plural

रहता है, पर many a या many an के बाद सदा singular; जैसे—

There are *many men* there.

A *great (good) many men* have assembled.

Many a man has assembled.

Many an ink-pot has been purchased for the examination.

यदि पहले दो वाक्यों में Singular Noun और अन्त के दो वाक्यों में Plural Noun का प्रयोग होता, तो वह अशुद्ध समझा जाता।

EXERCISE

Q. Correct the following sentences—

(a) Many a soldiers have attended the parade. (b) A great many flower was offered to him. (c) A good many poem is bad. (d) Many an H. E. Schools have been started this year. (e) Many an hours have passed away. (f) Many a men run after name and fame.

Hints—(a) soldier has; (b) flowers were; (c) poems are; (d) School has; (e) hour has; (f) man runs.

Rule VII. Definite Numerals and 'OF'

बहु पहले Definite Numeral Adjectives हैं (a dozen, a hundred, a thousand और a million) जिनके बाद of का प्रयोग नहीं होता; उनके बाद ही Noun को रख दिया जाता है; जैसे—

a dozen pens; a hundred rupees; a thousand rupees; a million rupees.

यदि यहाँ dozen, hundred, thousand और million के बाद of आता, तो वह प्रयोग अशुद्ध होता।

Note—A lac, a couple और a pair के बाद of अवश्य आता है; जैसे—

a lac of men; a pair of shoes; a couple of hours.

यदि यहाँ of का प्रयोग नहीं होता, तो वह अशुद्ध समझा जाता।

EXERCISE

Q. Correct the following sentences—

(a) I have a dozen of pens. (b) You have a thousand of rupees. (c) I have seen a lac men to-day. (d) The Government have spent a million of rupees over this project.

Hints—(a) dozen pens, (b) thousand rupees; (c) lac of; (d) million rupees.

Rule VIII. Numeral and Possessive Adjectives

यदि Numeral Adjectives और Possessive Adjectives (Possessive Pronouns से बने गये Adjectives—my, your, his, her, its, their) दोनों ही का प्रयोग किसी Noun के पहले करना हो, तो पहले Numeral Adjective को रखें

उसके बाद Possessive Adjective को; जैसे—

All my books are missing.

यहाँ books के पहले दो Adjectives आये हैं—*all* और *my* जो क्रमशः Numeral और Possessive Adjective हैं। इसलिए पहले Numeral Adjective आया है और बाद में Possessive. पहले Possessive Adjective और उसके बाद Numeral आना अशुद्ध है। इसलिए *my all*, *his all* आदि तरह के प्रयोग उचित नहीं।

EXERCISE

Q. *Correct the following sentences—*

(a) My all friends came. (b) His all books are missing. (c) My both pens are good. (d) Your some teeth have fallen. (e) His many teeth have fallen. (f) My a few books are lost. (g) These all men are bad.

Hints— (a) All my; (b) All his; (c) Both my; (d) Some of your; (e) Many of his; (f) A few of my; (g) All these.

QUANTITATIVE ADJECTIVES

Rule I. 'Much' and Nouns

Much से परिमाण (how much) का बोध होता है, और इसलिए इसके साथ केवल Material या Abstract Noun का प्रयोग होता है, जो Singular Number में रहता है। इसके बाद भी स्पष्ट है कि much के साथ Plural Nouns का प्रयोग नहीं हो सकता, जैसे—

much water; much milk; little water; little milk;

पर इन वाक्यों को देखें—

I feel much difficulties these days.

He has much cares and anxieties.

इन वाक्यों में much के साथ Plural Nouns का प्रयोग ग़ुनाह है, जो अशुद्ध है। वास्तव में इन वाक्यों में many का प्रयोग होना चाहिए, क्योंकि many से संख्या का बोध होता है।

EXERCISE

Q. *Correct the following sentences—*

(a) Shakespeare has written much sonnets and plays. (b) He has much golds and silvers. (c) You have much cows and heres. (d) She has much book and pens. (e) He has passed through much sorrow and sufferings.

Hints— (a) many, (b) gold and silver, (c) many, (d) many, (e) many.

Rule II. 'All', 'Most', 'Some', and Nouns

यह *All*, *Most* और *Some* का विशेष Adjective of Quantity की श्रेणी में है, जब तक कि वह Singular Noun का प्रयोग न करे। यह एक ऐसा विशेष Adjective of

Number की भाँति होता है, तब इनके साथ 'Plural Noun' आता है; जैसे—

Not all his poetry is good.

Some of his poetry is good.

All men are mortal. Some men are foolish.

Most of his early childhood was spent at home. Most of the boys are poor.

ऐसा प्रयोग मान्य है—

"...where all vision is lost and all memory dies out."

—D. H. LAWRENCE

"...they choose rather to bear all hardship than to make away with themselves."

—JOHN BUNYAN

Rule III (a). 'Much', 'Many' and Nouns

यदि and से संयुक्त Nouns भिन्न-भिन्न प्रकार और वचन के हों, तो उनमें से प्रत्येक के पहले much या many (जो उपयुक्त हो) का प्रयोग अलग-अलग होना चाहिए, उन सभी के लिए केवल much या many का नहीं; जैसे—

Have you much milk and many oranges ?

यहाँ milk और oranges को 'and' से जोड़ा गया है, जिसमें 'milk' Singular Material Noun है और 'oranges' Plural Common Noun. इसलिए milk के पहले much आया है और oranges के पहले many. यदि हम ऐसा लिखें—

Have you much milk and oranges ?

या, Have you many oranges and milk ?

तो वह अशुद्ध होगा, क्योंकि पहले वाक्य में milk के लिए तो much का प्रयोग ठीक है, पर oranges के लिए नहीं। इसी प्रकार, दूसरे वाक्य में oranges के लिए तो many उपयुक्त है, पर milk के लिए नहीं। अतः निम्नानुसार ये वाक्य अशुद्ध हैं—

Has he many pens and ink ?

Has he much ink and pens ?

Did he bring much rice and plates ?

Did he bring many plates and rice ?

इन वाक्यों में प्रत्येक Noun के लिए much और many का प्रयोग अलग-अलग होना चाहिए। इस प्रकार इन वाक्यों के शुद्ध रूप ये होंगे—

Has he many pens and much ink ?

Has he much ink and many pens ?

Did he bring much rice and many plates ?

Did he bring many plates and much rice ?

Rule III (b). Much और many का प्रयोग साधारणतया Negative और Interrogative sentences में होता है; जैसे—

I haven't much money.

I haven't many friends.

Have you much money ?

Have you many friends ?

अब यह भी देखें कि Affirmative sentences में *much* और *many* Subject के साथ तो होता है, पर Object के साथ नहीं। Affirmative sentences में Object के साथ *much* और *many* के बदले *lots of*, *a lot of*, *plenty of*, *a deal of*, *large number of*, *a large quantity of* या *large amount of* का प्रयोग होता है; जैसे—

Many men came. Much milk was wasted.

इन वाक्यों में *men* और *milk* क्रमशः Subject हैं इसलिए इनके साथ *many* और *much* का प्रयोग ठीक है, पर यदि *men* और *milk* को Object बना दिया जाय, तो इनके साथ *much* या *many* का प्रयोग नहीं होगा। इसलिए ये वाक्य अशुद्ध हैं—

I know many men. I take much milk.

इनके शुद्ध रूप ये होंगे—*I know a lot of men. I take plenty of milk.*
इन वाक्यों में *men* और *milk* का प्रयोग Object की तरह हुआ है। इसलिए यहाँ *a lot of* या *plenty of* का प्रयोग करना आवश्यक है।

Much और *many* के प्रयोग के सम्बन्ध में एक और बात पर ध्यान दें। Affirmative sentences रहने पर भी *much* और *many* का प्रयोग Subject और Object दोनों के साथ होता है, जब *much* या *many* के साथ *so*, *as*, *how* या *too* लगता है; जैसे—

I do not like too much of fish.

I do not like too many friends.

I do not know how many mangoes or how much fish he will bring.

You may take as much as you like.

You may have as many pens as you like.

Much और *many* के सम्बन्ध में ऊपर जो कुछ कहा गया है उसका व्यापक नियम है—“There is a tendency for *much* and *many*, when not modified by *how* or *too*, to occur in Negative and Interrogative sentences and not normally in purely Affirmative sentences. In Affirmative sentences such compound determinative as *a lot (of)*, *a large number (quantity, amount) of*, and *plenty of* are preferred.”

—A. S. HORNBY : PATTERNS AND USAGE IN ENGLISH

EXERCISE

Q. Correct the following sentences—

- (a) I have many books and paper. (b) You have much gold and houses.
(c) He has purchased much milk and mangoes. (d) I have brought many corn and tea.
(e) Shakespeare has written much poetry and plays.

Hints—(a) much paper; (b) many houses; (c) many mangoes; (d) much milk
(e) many plays.

Rule IV. Some and Any

Rule (a)—Some का प्रयोग Affirmative sentence में होता है, पर any का Negative में, जैसे—

He has *some* money. He has *not any* money.
I have *some* food. I have *not any* food.

यहाँ पहले तथा तीसरे वाक्य में some का प्रयोग हुआ है, क्योंकि वाक्य Affirmative है, पर दूसरे तथा चौथे वाक्य में any का, क्योंकि ये Negative हैं। यद्यपि some और any दोनों ही का अर्थ 'कुछ' या 'थोड़ा' होता है, तथापि इनके प्रयोग में यह बहुत बड़ा अन्तर है। इसलिए Affirmative sentences में any का और Negative में some का प्रयोग कभी भी नहीं करना चाहिए। इस दृष्टि से ये वाक्य अशुद्ध हैं—

He has *not some* bread.
I have *not some* money.

यहाँ some के बदले any का प्रयोग करना चाहिए।

Note—आप देखेंगे कि अब any का प्रयोग Negative sentence में होता है, तब इसके (any के) पहले not आता है, no नहीं। No any का प्रयोग नहीं हो सकता, क्योंकि 'no' Adjective है और any भी। फिर Adjective, Adjective का गुण कैसे बतला सकता है? Not है Adverb जो Adjective 'any' का गुण बतला सकता है; जैसे—

I have *not any* money.

यहाँ not any के बदले no any का प्रयोग अशुद्ध होता।

Rule (b)—Some और any के सम्बन्ध में एक बात और भी ध्यान देने योग्य है। यदि वाक्य Interrogative हो, तो some और any के प्रयोग में कोई अन्तर नहीं माना जाता है, जैसे—

Have you *any food*? Have you *some food*?

ये दोनों ही वाक्य शुद्ध हैं, क्योंकि Interrogative sentences में Affirmative या Negative का भेद some और any के लिए नहीं माना जाता। हाँ, यह अवश्य है कि ऐसे वाक्यों में any का प्रयोग अधिक होता है और वह अच्छा भी लगता है, पर some का प्रयोग अशुद्ध नहीं।

Rule V. 'Little', 'A little' and 'The little'

Rule (a)—Little का अर्थ होता है 'कुछ नहीं', a little का 'कुछ' (थोड़ा) और the little का 'जो कुछ थोड़ा'। इस अर्थ को ध्यान में रखकर इनका प्रयोग करना चाहिए, क्योंकि 'कुछ नहीं' के अर्थ में a little के प्रयोग और 'कुछ' के अर्थ में little के प्रयोग से काफी गड़बड़ी पैदा हो जाती है, जैसे—

As I have little rice, I can give you only five seers.

यहाँ प्रश्न यह उठता है कि जब मुझे little rice (कुछ भी चावल नहीं) है, तो फिर पाँच सेर कैसे दिया जायगा? अतः यहाँ a little का प्रयोग होना चाहिए, little का नहीं।

Rule (b) Little, a little और the little के सम्बन्ध में एक जोर का यह कि 'दुर्लभ' के अर्थ में इनके बाद *little* Material या *Abstract Noun* का प्रयोग सक्तता है, क्योंकि ये कुछ परिमाणवाचक विशेषण हैं। जिस प्रकार *few* के बाद *Material* या *Abstract Noun* का प्रयोग नहीं हो सकता, उसी प्रकार *little* के बाद *Countable* या *Proper Noun* का प्रयोग नहीं होता। इसका उदाहरण यह है—

I have *few* money. I have *little* books.

यहाँ *few* के बदले *little* का और *little* के बदले *few* का प्रयोग होना चाहिए।

Rule (c)—The *few* और *the little* के सम्बन्ध में एक बात का ध्यान करना है। *The few* और *the little* के बाद एक *Adjective clause* आता है, पर *few* *a few*, *little* और *a little* के बाद नहीं, जैसे—

1. He lost *the little* money he had.
2. He has read *the few* books he had.

इन वाक्यों के आधार पर आप ऐसे वाक्य नहीं लिख सकते—

1. He lost *little/a little* money he had.
2. He has read *few/a few* books he had.

Rule VI. 'No', 'None' and the Noun

None एक ऐसा विशेषण है जिसका प्रयोग *Noun* के पहले नहीं होगा। जब *None* का प्रयोग होता है, तब उसके पहले *no* आता है, *none* नहीं, जैसे—

Have you *any* bread? No, I have *none*. I have *no* bread.

दूसरे वाक्य में *Noun* 'bread' का प्रयोग हुआ है। इसलिए इसके पहले *no* आता है, *none* नहीं। यदि हम ऐसा लिखें—*I have none bread. He has none more* तो यह उचित नहीं होगा।

Note—*None* के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं *None* एक *Pronoun* है, *Adjective* नहीं। ये मानता है कि *none* एक *Pronoun* है, पर यह *Noun*, *Adjective* और *Adverb* भी है। *Webster's International Dictionary Vol. III (P. 1662)* और *Shorter Oxford Dictionary Vol. (P. 1334)* में इन सभी प्रयोगों पर प्रकाश डाला गया है। *Pronoun* की भाँति प्रयुक्त होने पर—*no one*; *not one*; *nobody* और *Adjective* की भाँति प्रयुक्त होने पर—*no*, *not any*. व्याकरण की दृष्टि से *none* का *Attributive use* १८वीं सदी तक होता था—

"I have *none* other disease than a swelling in my legs." —SWIFT

आधुनिक प्रयोग में *none* का *Attributive use* नहीं होता, क्योंकि ऐसी अवस्था में *none* के बदले *no* का प्रयोग होता है, पर *none* का *Predicative use* अभी भी होता है, जो मान्य है—

"Remedy there was *none*."

—HOBBS

यों तो Hobbes पुराने लेखक हैं, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बतलाता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह क्या है? निस्तन्देह रूप से यहाँ यह एक Adjective है।

EXERCISE

Q. Correct the following sentences—

(a) I have no any book. (b) I have not some money. (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some; (d) a little; (e) the little; (f) no; (g) a few; (h) fewer than; (i) a little, (j) any work

Rule VII. 'All', 'Whole' and the Noun

All के बाद singular और plural दोनों ही प्रकार के Nouns का प्रयोग हो सकता है। जब all से परिमाण (quantity) का बोध होता है, तब इसके बाद Singular Material या Abstract Noun आता है, पर जब इससे संख्या (number) का बोध होता है, तब Plural Common Noun का, जैसे—

All the money is spent. All the boys have come.

Whole एक ऐसा विशेषण है जिसका अर्थ तो 'पूरा' (all) होता है, पर इसके बाद एका Singular Noun का प्रयोग होता है, Plural का कभी नहीं, जैसे—

The whole money is spent.

The whole book has been finished.

The whole plan is defective.

यदि यहाँ book के बदले books और plan के बदले plans का प्रयोग होना, तो यहाँ all का प्रयोग करना पड़ता, क्योंकि whole के बाद books और plans का प्रयोग अशुद्ध होगा।

EXERCISE

Q. Correct the following sentences—

(a) The whole resolutions were put to vote (b) The whole acts are full of defects. (c) The whole colleges are overcrowded. (d) The whole sonnets of Shakespeare are fine poetry.

*Hints—*Use 'all the' instead of 'the whole' or use Singular Nouns.

Rule (b) - Little, a little और the little के सम्बन्ध में एक और बात यह है कि 'कुछ' के अर्थ में इनके बाद Material या Abstract Noun का ही सम्बन्ध हो सकता है, क्योंकि वे कुछ परिमाणवाचक विशेषण हैं। जिस प्रकार few के बाद Material या Abstract Noun का प्रयोग नहीं हो सकता, उसी प्रकार little के बाद Common या Proper Noun का प्रयोग नहीं होगा। इसलिए वे वाक्य अशुद्ध हैं—

I have few money. I have little books.

यहाँ few के बदले little का और little के बदले few का प्रयोग होना चाहिए।

Rule (c)—The few और the little के सम्बन्ध में एक बात का ध्यान अवश्य रखें। The few और the little के बाद एक Adjective clause आता है, पर दाह लैटि few, a few, little और a little के बाद नहीं, जैसे—

1. He lost *the little* money *he had*.
2. He has read *the few* books *he had*.

इन वाक्यों के आधार पर आप ऐसे वाक्य नहीं लिख सकते—

1. He lost little/a little money *he had*.
2. He has read few/a few books *he had*.

Rule VI. 'No', 'None' and the Noun

None एक ऐसा विशेषण है जिसका प्रयोग Noun के पहले नहीं होता। अब No का प्रयोग होता है, तब उसके पहले no आता है, none नहीं, जैसे—

Have you *any* bread? No, I have *none*. I have *no* bread.

दूसरे वाक्य में Noun 'bread' का प्रयोग शुभ्रा है। इसलिए इसके पहले no आया none नहीं। यदि हम ऐसा लिखें—I have *none* bread. He has *none* money तो यह उचित नहीं होगा।

Note—None के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं कि None एक Pronoun है, Adjective नहीं। ये मानता हूँ कि none एक Pronoun है, पर वह Noun, Adjective और Adverb भी है। Webster's International Dictionary Vol. III (P. 1662) और Shorter Oxford Dictionary Vol. I (P. 1334) में इन सभी प्रयोगों पर प्रकाश डाला गया है। Pronoun की भाँति प्रयुक्त होने पर none का अर्थ होता है—no one; not one; nobody और Adjective की भाँति प्रयुक्त होने पर—no, not any. स्वकारण की दृष्टि से none का Attributive use १८वीं सदी तक होता था—

"I have *none* other disease than a swelling in my legs." —SWIFT

आधुनिक प्रयोग में none का Attributive use नहीं होता, क्योंकि ऐसी अवस्था में none के बदले no का प्रयोग होता है, पर none का Predicative use अभी भी होता है, मान्य है—

"Remedy there was *none*."

—HOBBS

यों तो Hobbes पुराने लेखक हैं, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बतलाता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह क्या है? निस्सन्देह रूप से यहाँ यह एक Adjective है।

EXERCISE

Q. Correct the following sentences—

(a) I have no any book. (b) I have not some money (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had. (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some; (d) a little; (e) the little; (f) no, (g) a few; (h) fewer than; (i) a little, (j) any work

Rule VII. 'All', 'Whole' and the Noun

All के बाद singular और plural दोनों ही प्रकार के Nouns का प्रयोग हो सकता है। जब all से परिमाण (quantity) का बोध होता है, तब इसके बाद Singular Material या Abstract Noun आता है, पर जब इससे गणना (number) का बोध होता है, तब Plural Common Noun का, जैसे—

All the money is spent. All the boys have come.

Whole एक ऐसा विशेषण है जिसका अर्थ तो 'पूरा' (all) होता है, पर इसके बाद सदा Singular Noun का प्रयोग होता है, Plural का नहीं, जैसे—

The whole money is spent.

The whole book has been finished.

The whole plan is defective.

यदि यहाँ book के बदले books और plan के बदले plans का प्रयोग होगा, तो यहाँ all का प्रयोग करना पड़ता, क्योंकि whole के बाद books और plans का प्रयोग ग़لط होगा।

EXERCISE

Q. Correct the following sentences—

(a) The whole resolutions were put to vote (b) The whole acts are full of defects (c) The whole colleges are overcrowded. (d) The whole sonnets of Shakespeare are fine poetry.

*Hints—*Use 'all the' instead of 'the whole' or use Singular Nouns.

Rule (b)—Little, a little और the little के सम्बन्ध में एक और बात यह है कि 'बहु' के अर्थ में इनके बाद Material या Abstract Noun का ही व्यवहार हो सकता है, क्योंकि ये शुद्ध परिमाणवाचक विशेषण हैं। जिस प्रकार few के बाद Material या Abstract Noun का प्रयोग नहीं हो सकता, उसी प्रकार little के बाद Common या Proper Noun का प्रयोग नहीं होता। इसलिये ये वाक्य अशुद्ध हैं—

I have few money. I have little books.

यहाँ few के बदले little का और little के बदले few का प्रयोग होना चाहिए।

Rule (c)—The few और the little के सम्बन्ध में एक बात का ध्यान अवश्य रखें। The few और the little के बाद एक Adjective clause आता है, पर यह रखें कि few, a few, little और a little के बाद नहीं, जैसे—

1. He lost the little money he had.

2. He has read the few books he had.

इन वाक्यों के आधार पर आप ऐसे वाक्य नहीं लिख सकते—

1. He lost little/a little money he had.

2. He has read few/a few books he had.

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None एक ऐसा विशेषण है जिसका प्रयोग Noun के पहले नहीं होता। जब Noun का प्रयोग होता है, तब उसके पहले no आता है, none नहीं, जैसे—

Have you any bread? No, I have none. I have no bread.

दूसरे वाक्य में Noun 'bread' का प्रयोग हुआ है। इसलिये इसके पहले no आया है, none नहीं। यदि हम ऐसा लिखें—I have none bread. He has none money, तो यह उचित नहीं होगा।

Note—None के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं कि None एक Pronoun है, Adjective नहीं। मैं मानता हूँ कि none एक Pronoun है, पर यह Noun, Adjective और Adverb भी है। Webster's International Dictionary Vol. III (P. 1662) और Shorter Oxford Dictionary Vol. II (P. 1334) में इन सभी प्रयोगों पर प्रकाश डाला गया है। Pronoun की भाँति प्रयुक्त होने पर none का अर्थ होता है—no one; not one; nobody और Adjective की भाँति प्रयुक्त होने पर—no, not any. व्याकरण की दृष्टि से none का Attributive use १८वीं सदी तक होता था—

"I have none other disease than a swelling in my legs." —SWIFT

आधुनिक प्रयोग में none का Attributive use नहीं होता, क्योंकि ऐसी अवस्था में none के बदले no का प्रयोग होता है, पर none का Predicative use अभी भी होता है, जो मान्य है—

"Remedy there was none."

—HOBBS

यों तो Hobbes पुराने लेखक है, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बतलाता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह क्या है? निस्सन्देह रूप से यहाँ यह एक Adjective है।

EXERCISE

Q. Correct the following sentences—

(a) I have no any book. (b) I have not some money. (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had. (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some, (d) a little; (e) the little, (f) no, (g) a few, (h) fewer than; (i) a little, (j) any work

Rule VII. 'All', 'Whole' and the Noun

All के बाद singular और plural दोनों ही प्रकार के Nouns का प्रयोग हो सकता है। जब all से परिमाण (quantity) का बोध होता है, तब इसके बाद Singular Material या Abstract Noun आता है, पर जब इससे संख्या (number) का बोध होता है, तब Plural Common Noun का, जैसे—

All the money is spent. All the boys have come.

Whole एक ऐसा विशेषण है जिसका अर्थ तो 'पूरा' (all) होता है, पर इसके बाद सदा Singular Noun का प्रयोग होता है, Plural का कभी नहीं, जैसे—

The whole money is spent.

The whole book has been finished.

The whole plan is defective.

यदि यहाँ book के बदले books और plan के बदले plans का प्रयोग होता, तो यहाँ all का प्रयोग करना पड़ता, क्योंकि whole के बाद books और plans का प्रयोग अशुद्ध होगा।

EXERCISE

Q. Correct the following sentences—

(a) The whole resolutions were put to vote (b) The whole acts are full of defects. (c) The whole colleges are overcrowded. (d) The whole sonnets of Shakespeare are fine poetry.

Hints—Use 'all the' instead of 'the whole' or use Singular Nouns.

PROPER ADJECTIVES

Rule I. Proper Adjectives and Capital Letters

वे Adjectives Proper Noun से बनाये गये हैं और इसलिए इनको capital letters से आरम्भ किया जाता है, जैसे—

It is an *Indian* game but that is a *Russian* one.

This is *Indian*, not *European*.

इन वाक्यों में Indian, Russian तथा European का पहला अक्षर capital letter है जो शुद्ध है। यदि इन्हें छोटे अक्षर से आरम्भ किया जाता, तो वे अशुद्ध समझे जाते।

DEGREE OF ADJECTIVES

किसी व्यक्ति या वस्तु में कोई गुण कितनी मात्रा (Degree) में है इसकी छानबीन को ही Degree of Comparison कहते हैं। यह मात्रा तीन प्रकार की होती है—(a) Positive, (b) Comparative, and (c) Superlative.

यदि Adjective का साधारण प्रयोग हो, तो उसे Positive Degree कहते हैं, जैसे—
He is a *good* boy.

यदि हम दो व्यक्तियों या वस्तुओं के गुणों की तुलना करें या एक ही व्यक्ति या वस्तु के दो गुणों की तुलना करें, तो उसे Comparative Degree कहा जाता है, जैसे—

Ram is *better* than Shyam.

It is *more useful* than beautiful.

अब हम दो से अधिक वस्तुओं या व्यक्तियों के गुणों की तुलना करते हैं और यह कहते हैं कि उनमें से एक में सबसे अधिक या सबसे कम गुण है, तो उसे Superlative Degree कहते हैं, जैसे—

He is the *best* boy.

(A) COMPARATIVE DEGREE

Rule I. Scope of Comparative Degree

दो व्यक्तियों या वस्तुओं के लिए Comparative Degree का प्रयोग होता है और दो से अधिक के लिए Superlative का। इसलिए सिर्फ दो वस्तुओं या व्यक्तियों के लिए Superlative Degree का प्रयोग और दो से अधिक के लिए Comparative Degree का प्रयोग भयंकर भूल है—

This is the *best* of the *two* books.

Which is *easier* to learn—*French, German, or Spanish* ?

यहाँ पहले वाक्य में better और दूसरे में easiest का प्रयोग होना चाहिए। अब इन वाक्यों को देखें—

“When two Subjects are joined by ‘or’ or ‘nor’ the verb agrees in person with the Subject nearest to it.”

—J. C. NESFIELD

इस वाक्य में केवल दो ही Subjects की तुलना हुई है और इसलिए यहाँ nearest के बन्दे nearer (Comparative) का प्रयोग होना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) Which is the best of the two boys ? (b) This is the most popular of my two books. (c) Which is worse—smoking, drinking or gambling ? (d) Which is the best—meat or fish ? (e) Which of the two do you like most—the spider or the bee ? (f) Of the three he is more clever.

Hints—(a) is better; (b) is more; (c) the worst; (d) is better, (e) more, (f) the cleverest.

Rule II. Unequal Comparative

जब दो व्यक्तियों या वस्तुओं के लिए Comparative Degree का प्रयोग हो, तो उन व्यक्तियों या वस्तुओं को स्पष्ट रूप से वाक्य में रखना चाहिए। ऐसे वाक्यों में एक व्यक्ति या वस्तु को than के पहले रखा जाता है और दूसरे को than के बाद, जैसे—

The climate of Chapra is better than that of (or better than the climate of) Patna.

यहाँ दो चीजों की तुलना की गयी है—Chapra का climate और Patna का climate और यह कहा गया है कि इन दोनों में Chapra का climate Patna के climate से अधिक अच्छा है। यदि हम वाक्य को बनावट इस प्रकार कर दें—

The climate of Chapra is better than Patna, तो यह अशुद्ध होगा, क्योंकि यह ऐसा लगता है कि Chapra के climate की तुलना स्वयं Patna से (Patna के climate से नहीं) की गयी है। इसका कोई अर्थ ही नहीं लगता। कुछ वाक्य और लें—

My shirt is better than you.

The crop is better this year than last year.

यहाँ पहले वाक्य में लेखक shirts की तुलना बतलाना चाहता है—एक my shirt और दूसरी your shirt के बीच, पर your shirt के बन्दे यहाँ you का प्रयोग कर दिया गया है। इससे ऐसा मालूम पड़ता है कि एक ओर my shirt है और दूसरी ओर you, यह कुछ हान्यकारक प्रतीत होता है, क्योंकि shirt और you की तुलना तो बहुत ही बेदुर्गम जैसी है। इसलिए इस वाक्य को इस प्रकार लिखना चाहिए—

My shirt is better than yours (your shirt).

इसी प्रकार दूसरे वाक्य में तुलना की गयी है 'इस साल की फसल' (the crop of this year) से 'गत वर्ष की फसल' (the crop of last year) की, पर वाक्य से ऐसा मालूम पड़ता है कि crop और year की तुलना की गयी हो। इसलिए इस वाक्य को इस प्रकार लिखना चाहिए—

The crop of this year is better than what it was last year (or better than the crop of last year).

इसलिए जब Comparative Degree का प्रयोग हो, तो सावधानी से यह देख लेना चाहिए कि किन दो व्यक्तियों या वस्तुओं के बीच हमें तुलना दिखलानी है। इतना निरन्तर कर लेने पर आप इन्हें स्पष्ट रूप से वाक्य में लिखें और than के बाद जाने वाले Noun या Pronoun पर विशेष ध्यान रखें, क्योंकि वही पर भूल अधिक होती है। इसी भूल को Unequal Comparative कहते हैं।

EXERCISE

Q. Correct the following sentences—

(a) The climate of Bihar is better than Bengal. (b) The rainfall in Bengal is heavier than Bihar. (c) My shoes are finer than you. (d) My home is farther than he. (e) My cows give more milk than your brother. (f) The power-house of Chapra is bigger than Arrah. (g) My land is more fertile than you.

Hints— (a) than the climate of Bengal, or that of Bengal; (b) than the rainfall in Bihar or that in Bihar; (c) your shoes or yours; (d) than his or his home; (e) than your brother's, or those of your brother; (f) than that of Arrah; (g) yours, or than your land.

Rule III. The Signs of Comparative Degree

एक syllable के Adjective (अर्थात् ऐसा adjective जिन्हें अन्त-प्रत्यय डुकाकरके पढ़ा नहीं जा सके) में 'r' या 'er' लगाकर Comparative Degree बनायी जाती है, जैसे— small—smaller, tall—taller आदि।

दो या दो से अधिक syllables के Adjective में more या less लगाकर इसे Comparative Degree बनाया जाता है, जैसे—

beautiful—more beautiful (or less beautiful).

हाँ, कुछ ऐसे भी Adjectives हैं जिनका Comparative Degree अनियमित रूप (irregular way) से बना है, जैसे—

bad—worse.

good—better

many—more इत्यादि।

Rule IV. 'Than' and Comparative Degree

Comparative Degree के बाद Conjunction 'than' का प्रयोग होना चाहिए, from आदि का नहीं, जैसे—

Ram is more beautiful than Mohan.

You are better than he.

इसमें यह स्पष्ट है कि than का प्रयोग लभ होता है जब इसके पहले आने वाले Adjective को Comparative Degree में रखा जाता है। यदि कोई Adjective Positive Degree में हो, तो than का प्रयोग करना ग़रीब भूल है। इसका दो उदाहरण आते हैं—

• Pakistan is *much* backward than India.

Sohan is *much* wealthy than Ram.

यहाँ *than* के पहले आने वाले Adjectives 'backward' तथा 'wealthy' Positive Degree में हैं। इनके पहले *much* के बदले *more* का प्रयोग होना चाहिए। इसलिए अब धार लें कि *than* का प्रयोग कर देने से ही Comparative Degree नहीं बनायी जा सकती, Adjective को भी Comparative Degree का रूप देना आवश्यक है।

Note— इस सम्बन्ध में यह भी नहीं भूलें कि *than* के पहले आने वाले Adjective को Double Comparative नहीं बनाना चाहिए। यह कहा गया है कि Comparative Degree के चिह्न 'r', 'er', 'more' और 'less' है। नियमानुसार इनमें से केवल एक ही का प्रयोग करें, एक से अधिक का नहीं। इसलिए *more better*, *more stronger* आदि प्रकार की Comparative Degrees असुद्ध हैं। 'Better' और 'stronger' Comparative Degree में ही हो। फिर *more* या *less* की आवश्यकता ही क्या है? हो, Comparative Degree के पहले *much* का व्यवहार आप कर सकते हैं; जैसे—

He is *much* better than Ram.

EXERCISE

Q. Correct the following sentences—

(a) She is beautifuller than her sister (b) You are much bad than he
(c) America is much wealthy than India. (d) You are more tall than I. (e) You are more braver and stronger than I. (f) India is more advanced and cultured from Africa. (g) He is more handsomer than you.

Hints— (a) more beautiful; (b) worse than; (c) more wealthy, (d) are taller (e) are braver and stronger, (f) than Africa, (g) more handsome.

Rule V. 'Than' and the Case

Than के बाद Noun या Pronoun Nominative and Objective दोनों ही Cases में रह सकता है। यदि वाक्य में दो Subjects के बीच तुलना की जाय, तो *than* के बाद Nominative Case रहता है, पर दो Objects के बीच तुलना होने पर *than* के बाद Objective Case, जैसे—

He loves you more than I.

He loves you more than me.

ये दोनों ही वाक्य सुद्ध हैं, पर इनके अर्थ में काफी अन्तर है। पहले वाक्यका अर्थ है कि He और I दोनों ही you को प्यार करते हैं। पर 'He' 'you' को I को अपेक्षा अधिक प्यार करता है। दूसरे वाक्य में He दो Objects (you और me) को प्यार करता है, पर वह you को me को अपेक्षा अधिक प्यार करता है।

Note (a)—यदि वाक्य में Intransitive Verb रहे, तो *than* के बाद Noun या Pronoun तथा Nominative Case में रहता है, पर Transitive Verb रहने पर Nominative और Objective दोनों में से किसी एक Case का प्रयोग हो सकता है।

इसलिए He is better than me. He is more beautiful than me. You are better than her. She is older than him इत्यादि वाक्य अशुद्ध हैं।

Note (b)—Intransitive Verb रहने पर भी than के बाद Objective Case होता है, पर येना प्रयोग केवल बातचीत की ही भाषा में होता है। अच्छे लेखक ऐसी अवस्था में Nominative Case का ही प्रयोग करते हैं—

"It is greater than they...." —T. S. ELIOT

"Your husband doesn't believe you are older than I".

—NORMAN LEWIS

"Little does she realise that I am more widowed than she."

MAHATMA GANDHI : YOUNG INDIA, APRIL 26, '28

EXERCISE

Q. Correct the following sentences—

(a) He is better than me. (b) You are more intelligent than me. (c) She is older than him. (d) You are stronger and wiser than him. (e) My brother is taller than me.

Hints—(a) I; (b) I; (c) he; (d) he; (e) I.

Rule VI. 'Much' and 'Far' and Comparative Degree

Comparative Degree के Adjective के साथ much या far का प्रयोग शुद्ध है, पर very का प्रयोग अशुद्ध; जैसे—

He is *much* better than you.

He is *far* wiser than I.

एतद् वाक्यों में better और wiser के पहले क्रमशः much और far का प्रयोग हुआ है जो शुद्ध है। यदि यहाँ much या far के बदले very का प्रयोग होता—

He is *very* better than you.

He is *very* wiser than I.—तो ये वाक्य अशुद्ध हो जाते।

Rule VII. Comparison of Qualities

यदि एक ही व्यक्ति या वस्तु के दो गुणों (qualities) की तुलना की जाय, तो सम Adjective के पहले सदा more या less का प्रयोग होता है और than के बाद आने वाला Adjective सदा Positive Degree में रहता है; जैसे—

Mohan is *more* brave than good.

Ram is *more* good than intelligent.

यहाँ पहले वाक्य में एक ही व्यक्ति Mohan के दो गुणों (brave और good) की तुलना की गयी है। इसलिए एक syllable के विद्यमान रहने पर भी brave और good के

पहले more का प्रयोग हुआ है। वहाँ more good के बदले better और more brave के बदले brave का प्रयोग नहीं होना चाहिए।

अब यह याद रखें कि एक syllable के विशेषण 'r' या 'er' लगाकर तथा एक से अधिक syllable के Adjective में more या less लगाकर Comparative Degree बनायी जाती है, जब दो अलग-अलग वस्तुओं या व्यक्तियों के एक गुण की तुलना की जाती है, जैसे—

Ram is better than Shyam.

यहाँ दो व्यक्ति Ram और Shyam के एक गुण की तुलना की गयी है और इसलिए good का Comparative Degree 'better' का प्रयोग हुआ है। अब इसको संक्षेप में इस प्रकार याद रखें—यदि than के बाद Adjective का प्रयोग हो, तो एक syllable के Adjective का भी Comparative Degree सदा more या less लगाकर बनाया जाता है और यदि than के बाद Noun या Pronoun आये, तो Comparative Degree साधारण नियम के अनुसार बनता है—एक syllable के Adjective में 'r' या 'er' लगाकर और एक से अधिक Syllable के Adjective में more या less लगाकर; जैसे—

Ram is better than Shyam.

Ram is more good than wise.

यहाँ पहले वाक्य में than के बाद Noun 'Shyam' आया है। इसलिए वहाँ Comparative Degree 'better' का प्रयोग हुआ है, पर दूसरे वाक्य में than के बाद Adjective 'wise' आया है, Noun या Pronoun नहीं। इसलिए good के Comparative Degree में 'more good' का प्रयोग हुआ है, better का नहीं। अतः ये वाक्य अशुद्ध है—

You are wiser than good.

The book is better than cheap.

यहाँ wiser के बदले more wise तथा better के बदले more good का प्रयोग होना चाहिए। यह भी याद रखें कि ऐसी अवस्था में that के बाद आने वाला Adjective सदा Positive Degree में रहता है।

EXERCISE

Q. Correct the following sentences—

(a) Ram is stronger than braver. (b) That book is cheaper than better. (c) You are stronger than wiser. (d) This flower is redder than whiter. (e) He is bolder than wiser. (f) This house is finer than stronger.

Hints—(a) more strong than brave. (b) more cheap than good, (c) more strong than wise; (d) more red than white; (e) more bold than wise; (f) more fine than strong.

Rule VIII. 'As' & 'Than' and Comparative Degree

यदि वाक्य में तुलना करने के लिए as और than दोनों ही का प्रयोग हो, तो as के बाद आने वाले Adjective या Adverb के बाद एक और as का प्रयोग करें (as...as), सिर्फ एक ही as का नहीं; जैसे—

Ram is *better* and *wise* than Mohan.

You are *braver* and *stronger* than I.

पहले वाक्य में 'better' Comparative Degree में है, पर 'wise' Positive में ; फिर दूसरे वाक्य में 'braver' Comparative Degree में है, पर 'stronger' Positive में । आप नियमानुसार wise के बदले wiser तथा strong के बदले stronger का प्रयोग करें । Superlative Degree के Adjective के साथ भी यही नियम लागू होना चाहिए, जैसे—

He is the *bravest* and *strongest* man.

It is the *best* and *wisest* plan.

ये दोनों ही वाक्य शुद्ध हैं, क्योंकि and से जोड़े गये दोनों ही Adjective Superlative Degree में हैं । अब इन वाक्यों को देखें—

He is the *bravest* and *strong* man.

It is the *best* and *wise* plan.

This is the *surest* and *intelligent* way.

ये सभी वाक्य अशुद्ध हैं, क्योंकि प्रत्येक में एक Adjective Superlative Degree में है पर दूसरा Positive में । नियमानुसार दोनों ही Adjective को Superlative Degree में रहना चाहिए; जैसे—

This is the *surest* and *most intelligent* way.

यह वाक्य शुद्ध है, क्योंकि दोनों ही Adjectives, 'surest' और 'most intelligent', Superlative Degree में हैं ।

EXERCISE

Q. *Correct the following sentences—*

(a) I am bolder and brave than he. (b) This plan is better and easy than that. (c) This is the cheapest and safe course of action. He is the wisest and brave man. (d) This house is finer and strong than that.

Hints—(a) braver; (b) easier; (c) safest; (d) bravest, (e) stronger.

Rule X. Comparative-cum Superlative

यदि हम दो व्यक्तियों या वस्तुओं के बीच तुलना नहीं करके एक ही व्यक्ति या वस्तु की तुलना उस वर्ग के सभी (all) व्यक्तियों या वस्तुओं के साथ करें, जैसे Superlative Degree में किया जाता है, तो than के बाद आने वाले Noun या Pronoun के साथ other या else का प्रयोग अवश्य होना चाहिए, जैसे—

Ram is better than *all other* students.

I like it better than *any other* book.

You are better than *anybody else* in the class.

यहाँ पहले वाक्य में Ram की तुलना सभी लड़कों से की गयी है । यहाँ सिर्फ दो ही व्यक्तियों की तुलना नहीं की गयी है । इसलिए all के बाद other का प्रयोग हुआ जो आवश्यक

सुझाती सभ्यी किताबी के साथ दुरी है, गिरा एक ही किताब के साथ नहीं। तबतो बल्लव में you की तुलना सभ्यी (anybody) से दुरी है। अतः वहाँ else का प्रयोग हुआ है। यदि अग्रे ऐसे वाक्यों में than के बाद जाने जाने all, anybody, anyone, everybody इत्यादि के साथ other वा else का प्रयोग नहीं करेंगे, तो वे वाक्य अशुद्ध समझे जायेंगे, जैसे—

Ram is better than *all* students.

I like it better than *any* book.

You are better than *anybody* in the class.

वहाँ all तथा any के बाद other का और anybody के बाद else का प्रयोग होना चाहिए।

Note—अगर वह वाद लगे कि than के बाद Noun रूपों पर other का प्रयोग होता है, पर Pronoun रूपों पर else का, जैसे—*all other books, any other man, anyone else, everybody else, anybody else* इत्यादि।

अब इन वाक्यों को देखें—

"There is another ego according to whose action the individual is recognizable, which needs a deeper sense than any we have been used to exercise."

—D. H. LAWRENCE

"The world of our daily life is more man-made than at any previous epoch."

—BERTRAND RUSSELL

"Yet Marx is a strong force in the world, stronger than any we had in the past."

—THE MODERN REVIEW, Feb. '57

इन तीन वाक्यों में any के बाद other का प्रयोग होना चाहिए। सतर्कता से लिखने वाले ऐसी गलती नहीं करते—

"Milton handled blank verse in a way which no one has ever approached. . . . and in so doing he did more than anyone or anything else to make it impossible for the drama."

—T. S. ELIOT

EXERCISE

Q. Correct the following sentences—

(a) He is wiser than anybody in the town. (b) You are taller than all students of your class. (c) I like him better than any man. (d) He is more intelligent than any student of his class. (e) This book is better than any on the subject.

Hints—(a) anybody else; (b) all other, (c) any other, (d) any other, (e) any

Preferable एक ऐसा Adjective है जिसके पहले, Latin comparative को प्रांति, more या less का ओर बाद में than का प्रयोग नहीं होता। इसके साथ than के बदले सदा to का प्रयोग होता है, जैसे—

This is preferable to that.

यदि हम ऐसा लिखें—

This is more preferable than that, तो यह अशुद्ध समझा जायगा।

EXERCISE

Q. Correct the following sentences—

(a) This book is more preferable than that. (b) That plan [is more preferable than this (c) Milk is preferable than egg.

Hints—(a) is preferable to that, (b) is preferable to this; (c) is preferable to egg.

Rule XII. 'Comparatively' and Comparative Degree

यदि किसी Adjective या Adverb के पहले comparatively शब्द का प्रयोग हो, तो वह Adjective या Adverb Positive Degree में रहता है, Comparative में नहीं, जैसे—

I am comparatively well to-day.

यदि हम यहाँ comparatively better लिखें तो वह अशुद्ध होगा। यदि Adjective या Adverb को Comparative Degree में रखना ही हो तो comparatively शब्द का प्रयोग उस Adjective या Adverb के पहले मत करें, जैसे—

I am better to-day.

इसलिए आप comparatively well लिखें वा सिर्फ better, पर दोनों नहीं, क्योंकि अच्छे लोग इन दोनों को लिख ही कभी नहीं सकते—

"It was, of course comparatively easy for Burke to accept the English Constitution as part of the order of nature." —BASIL WILLEY

"This is comparatively easy." —CHRISTOPHER CAUDWELL

इस वाक्य में comparatively easy का प्रयोग शुद्ध है। यहाँ easy को easier बदले से वाक्य अशुद्ध हो जाता। अब इस वाक्य को देखें—

".....that an advance against Government securities now becomes comparatively higher or costlier."

THE EASTERN ECONOMIST, Feb. 8, '57

Q. Correct the following sentences—

(a) How are you ? I am comparatively better today. (b) This method comparatively easier and safer. (c) That plan is comparatively cheaper.

Hints— (a) I am better or comparatively well; (b) is easier and safer comparatively easy and safe; (c) is cheaper or comparatively cheap.

Rule XIII. 'The' and Comparative Degree

यदि Adjective Comparative Degree में रहे और उसके पहले the आये जैसे Adjective के बाद Noun या Pronoun का प्रयोग होने पर सदा of the two का प्रयोग है; जैसे—

This boy is *the better of the two*.

He is *the wiser of the two*.

ऐसे वाक्यों में of के बदले than और two के बदले three, four आदि का प्रयोग कर भूल है। इसलिए ये वाक्य अशुद्ध हैं—

This boy is *the cleverer than the two*.

This boy is *the cleverer of the three*.

This boy is *the cleverer than the three*.

EXERCISE

Q. Correct the following sentences—

(a) You are the stronger of the three. (b) He is the wiser than the two. (c) This is the finer than the three. (d) This plan is the better than all.

Hints— (a) strongest of the three; (b) wiser of, (c) finest of the three; (d) better of the two or best of all.

Rule XIV. Latin Comparatives

कुछ ऐसे Adjectives हैं जो Latin में आये हैं। उन्हें Latin comparatives कहा जाता है—senior, junior, prior, posterior, superior, inferior तथा anterior. इनके पहले more या less का प्रयोग नहीं होता और इनके बाद सदा to का प्रयोग होता है, than का कभी नहीं; जैसे—

I am *senior to him*.

He is *junior to me*.

जब: जब ऐसे वाक्य न मिलें—

He is *more superior than me*.

You are *more junior than him*.

इनके शुद्ध रूप ये होंगे—

He is *superior to me*.

You are *junior to him*.

Note— कुछ ऐसे भी Latin comparatives हैं जो अब Comparative Degree में व्यवहार नहीं किये जाते। इनका प्रयोग अब केवल Positive Degree में साधारण सिंगल

की भांति ही होता है। अतः इनके बाद to का प्रयोग नहीं होना चाहिए; जैसे—

It is a major operation.

It is of minor importance.

I have no ulterior motive in doing this work.

इन वाक्यों में major, minor तथा ulterior का प्रयोग Positive Degree में हुआ है, Comparative में नहीं। इसलिए यहाँ to के प्रयोग करने का प्रश्न ही नहीं उठ सकता। बल्कि इसका प्रयोग Noun की तरह भी होने लगा है; जैसे—

He is a minor. You are a major आदि।

इन्हें का तात्पर्य यह है कि major और minor का प्रयोग senior और junior की तरह Comparative Degree में कभी भी नहीं करें। इसलिए ये वाक्य अशुद्ध हैं—

He is major to me. You are minor to him.

EXERCISE

Q. Correct the following sentences—

(a) Your position is superior than his (b) Shakespeare's plays are more superior than Shaw's. (c) You are more junior than me. (d) I am more senior than him. (e) My status is more superior than yours.

Hints— (a) superior to; (b) are superior to; (c) are junior to; (d) am senior to; (e) is superior to

Rule XV. Degreeless Adjective

कुछ ऐसे Adjectives हैं जो सदा Positive Degree में ही रहते हैं। इनका Comparative या Superlative Degree नहीं होता है। वे हैं—absolute, perfect, complete, entire, full, whole, chief, extreme, unique, excellent, right, wrong, circular, annual, monthly, vegetable, mineral, milky, blue, golden, lunar, solar, oblong, round, square, universal, impossible इत्यादि।

Note—इस नियम के सम्बन्ध में मुझे इतना ही कहना है कि आधुनिक महात्त लेखकों ने अपनी शैली (style) को प्रभावशाली बनाने के लिए इस नियम में थोड़ा परिवर्तन किया है जो अनुचित नहीं। इसलिए आज तक fullest, more perfect, most perfect, most impossible, most universal इत्यादि प्रकार के प्रयोग बहुत ही मिलते हैं। कुछ उदाहरण देखिए—

"In the plays of Shakespeare a musical design can be discovered in particular scenes, and in his more perfect plays as wholes."

—T. S. ELIOT

"Decorum is the most universal of all the rules." —BASIL WILLEY

"But there are other things in Pilgrim's Progress besides the most perfect representation of Evangelical religion." —G. M. TREVELYAN

"...and this fuller kind of criticism is what we desire."

—I. A. RICHARDS

... but the play, the Shadowy Waters, seems to me one of the most perfect expressions of the vague enchanted beauty of that school.

—T. S. Eliot

इन उदाहरणों से यह स्पष्ट है कि आत्मक full और perfect का Degree बनाता है जो काफी प्रचलित है। हाँ, अगर दो गयी सूची में और मिलने अन्य Adjective है, उनका प्रयोग Comparative या Superlative में प्रायः नहीं मिलता। इसलिए आप उनका Degree बनाने का प्रयत्न नहीं करें।

(B) SUPERLATIVE DEGREE

Rule I. Scope of Superlative Degree

Superlative Degree का प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के साथ होने के साथ नहीं, जैसे—

He is the best student of his class.

He is the wisest of all.

यदि हम ऐसा लिखें—

He is the best of the two students.

He is the wisest of the two men

तो ये वाक्य अशुद्ध होंगे, क्योंकि दो व्यक्तियों या वस्तुओं के लिए Superlative का प्रयोग ही नहीं सकता; दो के लिए तो Comparative Degree का प्रयोग होता है।

EXERCISE

Q. Correct the following sentences—

(a) Which is the easiest to learn—English or French? (b) Which is the easiest to learn—English, French or German? (c) Ram is the bravest of the two men. (d) He is wiser than all. (e) Which colour do you like more—red or blue or green? (f) Which of the two do you like most—meat or fish? (g) This is the youngest and most intelligent of my two children.

Hints—(a) is easier; (b) easiest; (c) braver; (d) the wisest of, (e) like the most; (f) like more; (g) younger and more intelligent.

Rule II. The Signs of Superlative Degree

एक syllable के Adjective या Adverb में 'st' या 'est' लगाकर और एक से अधिक syllable के Adjective या Adverb में most या least लगाकर Superlative Degree बनायी जाती है, पर 'st' और most (least) दोनों ही का एक साथ प्रयोग प्रबंधक भूल है। इन वाक्यों को देखें—

He is the wisest man.

She is the most beautiful girl.

यहाँ wise का wisest हो गया है, और beautiful का most beautiful, क्योंकि पहला एक syllable का Adjective है और दूसरा एक से अधिक syllable का। अब इन

वाक्यों को लें—

He is the *most wisest* man.

She is the *beautifullest* girl.

यहाँ पहले वाक्य में *most* और '*est*' दोनों ही का प्रयोग कर दिया गया है, जो अशुद्ध है। *Wise* एक syllable का Adjective है। इसलिए इसका Superlative Degree केवल '*est*' के द्वारा बनाया जा सकता है। दूसरे वाक्य में एक से अधिक syllable के Adjective, '*beautiful*' का Superlative Degree '*est*' से बनाया गया है, जो अशुद्ध है। यहाँ *most* का प्रयोग होना चाहिए। आप ऐसी गलतियों से सावधान रहें।

EXERCISE

Q. Correct the following sentences—

(a) He is the most strongest man. (b) This is the usefulest book (c) This is the wholesomest food. (d) This is the most worst story (e) George Herbert's Grace is the most finest poem

Hints—(a) the strongest; (b) the most useful, (c) the most wholesome, (d) the worst; (e) the finest.

Rule III. 'The' and Superlative Degree

Superlative के पहले *the* का प्रयोग होना चाहिए, जैसे—

He is *the* best boy.

This is *the* most important passage for explanation.

यदि *the* के बिना ही वे वाक्य लिखे जायें—

He is best boy.

This is most important passage, तो ये अशुद्ध हो जाते।

Note (a)—यदि Superlative Degree के पहले कोई Possessive Adjective (*my, our, your, her*) या Possessive Case (Noun में '*'s* लगा हुआ) आवे, तो Superlative Degree के Adjective के पहले *the* का प्रयोग नहीं हो सकता, जैसे—

It is my best dress. It is Ram's best pen.

यहाँ Superlative Degree '*best*' के पहले क्रमशः *my* और *Ram's* आवे हैं। इसलिए यहाँ *the* का प्रयोग नहीं हुआ है। इन वाक्यों में *the* का प्रयोग सर्वथा अनुचित होता।

Note (b)—कभी-कभी Superlative Degree का प्रयोग *very* के अर्थ में होता है। ऐसी हालत में Adjective के पहले *the* का प्रयोग नहीं होता, जैसे—

It is most unfortunate.

Rule IV. 'Much', 'Very' and Superlative Degree

Superlative Degree के पहले *much* या *very* का प्रयोग हो सकता है, जैसे—

You are *much* the best man in this village.

He is the *very* best boy of his class.

Hints—(a) one of the wisest men if not the wisest (man); (b) one of the most learned men if not the most learned (man); (c) one of the greatest thinkers if not the greatest (thinker), (d) one of the greatest religious teachers if not the greatest (religious teacher); (e) one of the best books if not the best (book).

Note—लिखते समय द्वाज Singular Noun का प्रयोग bracket में न करें, सिर्फ Superlative Degree को ही रखें ।

Rule VII. Some confusing Comparatives and Superlatives

अब हम कुछ ऐसे Adjectives पर विचार करें जिनके प्रयोग में कुछ भ्रान्ति होती है—

1. *Elder and eldest; older and oldest.*

Elder और *eldest* का प्रयोग एक ही परिवार के अधिक उम्र वाले लोगों के लिए होता है पर *older* के बाद *than* का प्रयोग अन्य लोगो या वस्तुओं के लिए होता है । पर ख्याल रखें *elder* के बाद *than* का प्रयोग नहीं किया जाता अब कि *older* के बाद किया जाता है, जैसे—

My *elder* brother loves me much.

My *eldest* brother is the head of the family.

My friend is *older* than I.

This is the *oldest* tree here.

इन वाक्यों में *elder* के बदले *older* और *older* के बदले *elder* का प्रयोग शक्य होता ।

2. *Farther and further*—*Farther* का अर्थ होता है 'अधिक दूर' (more distant), पर '*further*' का 'अधिक दूर' और 'अतिरिक्त' (additional) दोनों होता है: जैसे—

Chupra is *farther* from Sonapur than Gultenganj.

We saw a temple on the *further* side of the hill.

Further argument is not required.

यहाँ पहले वाक्य में *farther* और दूसरे वाक्य में *further* का प्रयोग अधिक दूरी के अर्थ में और तीसरे वाक्य में *further* का प्रयोग अतिरिक्त के अर्थ में हुआ है ।

"A rough distinction is this : *farther, farthest* are applied to distance and nothing else; *further, furthest, either to distant or to addition.*"

—ERIC PATRIDGE

"...The most that should be said is perhaps that *farther* is not common except where distance is in question."

—FOWLER

3. *Nearest and next*—*Nearest* से 'दूर' (distance) का बोध होता है, पर *next* से 'क्रम' (order) का; जैसे—

What is the *nearest* market from your home ?

He is my *nearest* relation.

I sat *next* to my friend.

We are *next* door neighbours.

4. *Last* and *latest*—Last 'first' का विपरीताशय है, पर *latest* 'earliest' का। इसलिए *last* से स्थान या क्रम (order) का बोध होता है, पर *latest* से समय (time) का; जैसे—

I am the *last* man to bear this insult.
What is the *latest* news about Egypt ?

EXERCISE

Q. *Correct the following sentences—*

(a) This temple is elder than that. (b) He is my older brother. (c) You are the eldest man of this village. (d) Darbhanga is further from Patna than Chapra (e) No farther discussion is allowed. (f) What is the latest day for fee-collection ? (g) I was the first man to support this resolution but you were the latest

Hint—(a) older; (b) elder; (c) oldest; (d) farther; (e) further; (f) Last; (g) last.

5. *Later* and *latter*—*Later* 'late' का Comparative Degree है, पर *latter* 'former' का विपरीताशयक। इससे यह स्पष्ट है कि *later* से समय (time) का बोध होता है और *latter* से क्रम या स्थान (order) का; जैसे—

You came *later* than he.

Shakespeare and Milton are great poets but I prefer the former to the *latter*.

यहाँ पहले वाक्य में *latter* और दूसरे में *later* का प्रयोग अनुचित होता।

6. *Former* and *latter*—जब वाक्य में केवल दो व्यक्तियों या वस्तुओं का प्रयोग होता है, तो पहले के लिए *former* का प्रयोग होना है और दूसरे के लिए *latter* का; जैसे—

Keats and Shelley are romantic poets but the *former* is greater than the *latter*.

इस वाक्य में दो व्यक्तियों (Keats और Shelley) की चर्चा हुई है। इसलिए पहले के लिए *former* और दूसरे के लिए *latter* आया है। यदि यहाँ दो से अधिक (तीन-चार) व्यक्तियों की चर्चा हुई होती, तो *former* और *latter* का प्रयोग नहीं होता। वैसी अवस्था में *former* के बदले *first* का और *latter* के बदले *last* का प्रयोग होता। थाप इस नियम पर ध्यान दें—

"The *latter* should not be used when more than a pair are in question...."

—FOWLER

"When the reference is to one of three or more individuals, the *First*, not the *Former*, should be used"

—FOWLER

अतः इस वाक्य के अनुसार यह वाक्य अशुद्ध है—

Wordsworth, Keats and Shelley are romantic poets, but the *former* is greater than the *latter*.

इस वाक्य में तीन व्यक्तियों का प्रयोग आ गया है। इसलिए यहाँ *former* के बदले *first* का और *latter* के बदले *last* का प्रयोग होना चाहिए।

7. *First and last*—जैसा कि ऊपर कहा गया है, अब वाक्य में दो से अधिक व्यक्तियों या वस्तुओं की चर्चा हो, तो पहले के लिए first का और अन्तिम के लिए last का प्रयोग होता है, former और latter का नहीं; जैसे—

Wordsworth, Keats and Shelley are romantic poets but the first is greater than the last.

यहाँ first के बदले former का और last के बदले latter का प्रयोग अनुचित होता, क्योंकि इस वाक्य में तीन व्यक्तियों की चर्चा हुई है, दो की नहीं। हाँ, यदि यहाँ दो ही व्यक्तियों की बात होती, तो former और latter का प्रयोग होता, first और last का नहीं। अब देखें इस वाक्य को—

"There was a second triumvirate of Lepidus, Mark Antony and Octavius Caesar, the latter the nephew of Julius Caesar"

—H. G. WELLS

यहाँ latter के बदले last का प्रयोग होना चाहिए, क्योंकि तीन व्यक्तियों की चर्चा हुई है।

EXERCISE

Q. *Correct the following sentences—*

(a) The Gita, the Quoran and the Bible are great books but the former is older than the latter. (b) The Indian civilization and the Greek civilization are very old but the first is older than the last. (c) Ram, Shyam and Mohan are good painters but the latter is a greater artist than the former. (d) Good English and Better English are very good books on Grammar but the last is not as good as the first. (e) He came latter than his father.

Hints—(a) first—last; (b) former—latter; (c) last—first;

(d) latter—former; (e) later.

REFRESHER COURSE I

Correct the following sentences—

1. These roses smell sweetly
2. These kind of things are bad
3. Which is the best of these two ?
4. Which is the least of these two evils ?
5. Is he stronger than any man living ?
6. Is he not the wisest of all other man ?
7. Keats is superior than Shelley.
8. He has the sweetest voice than any other singer
9. The population of China is greater than any country.
10. This is the most unkindest remark
11. Nothing can be more cheaper than this
12. Is he the wisest of all other man ?
13. Is your scheme preferable than mine ?
14. Not less than one hundred men were killed.
15. It is most unique.

- 17 I made no further demand
- 18 The three first chapters of that book are good
- 19 We were glad to see our mutual friend
- 20 There is still little hope of his recovery
- 21 I will not buy some fish
- 22 I haven't done nothing
- 23 He is smaller than either of his three cousins
- 24 Is he the oldest of the two brothers?
- 25 Knowledge is more preferable than power
- 26 These sort of suit are still in fashion
- 27 The two first pages are blank
- 28 A deer is swifter than any animal
- 29 He is more learned but not so responsible as his father
- 30 You are as rich or even richer than I
31. Neither roads are safe.
- 32 Which is the better of the three methods?
- 33 This bundle is three times heavier than that.
34. He is better than any living man.
35. Of the three, meat, fish and milk, the latter is my favourite.

Hints— 1. sweet, 2. things of this kind; 3. the better; 4. the lesser; 5. any other man; 6. all men; 7. superior to; 8. sweeter voice than that of any other singer; 9. than that of any other country; 10. the unkindest or the most unkind; 11. be cheaper than; 12. the wisest of all men or wiser than all other men; 13. to mine; 14. No fewer than; 15. is unique; 16. older than; 17. further; 18. the first three; 19. common friend, 20. a little; 21. any fish; 22. done anything; 23. the smallest of his three cousins; 24. older of; 25. to, 26. the suit of this sort is, or this sort of suit is; 27. The first two; 28. than any other; 29. learned than; 30. as rich as; 31. road is; 32. the best; 33. three times as heavy as that, 34. any other; 35. the last is.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. He has not brought some bread.
2. He spent a little money he had.
3. Will you give me few rice?
4. Every of the two boys had a book.
5. Neither of the four pens will do.
6. This boy is the cleverer than the two
7. He is a worst man.
8. Who is the greatest poet—Keats or Shelley?
9. He is the better of the three brothers.
10. He is the dullest of all other boys.
11. Gold is the most precious of all other metals-

12. He has the shortest memory of any other boy.
 13. The population of Gopalganj is greater than Chapra.
 14. Knowledge is more preferable than power.
 15. This is the best and powerful engine.
 16. Bombay is one of the biggest if not the biggest cities in India.
 17. That book is cheaper than better.
 18. My friend is richer than me.
 19. He is more senior to me by four years.
 20. He is as rich or even richer than me.
 21. I have finished a few books I had.
-

K E Y

(1) very good—Rule I. (2) kind enough—Rule II. (3) very interesting—Rule IV (a). (4) much interested—Rule IV (c). (5) very intelligent—Rule IV (a). (6) will go there presently—Rule VII. (7) come back just now—Rule VII. (8) He has been ill for a month—Rule X (i). (9) Three hours have passed since the patient took medicine—Rule X (ii). (10) It is a week since his father died—Rule X (ii) Note. (11) I first saw you five years ago and have remembered you ever since—Rule X (iii). (12) rains fall—Rule XI (i). (13) within a week—Rule XII (ii). (14) ago that—Rule XII. (15) a hundred years ago—Rule XIII; (16) allowable; but better than this is—kindly to grant—Rule XVI. (17) died only yesterday—Rule XVIII. (18) I am quite right or I am all right—Rule XIX. (19) It is—Rule X (ii). (20) I passed—Rule XIV.

ADVERBS

Adverbs का स्थान वाक्य में कहाँ और किस प्रकार होना चाहिए, इसकी चर्चा Syntax में हो गयी है। यहाँ हमें उन Adverbs पर विचार करना है जिनके प्रयोग विशेष प्रकार से होते हैं और जिनके मनमाना प्रयोग से अर्थ और व्याकरण दोनों ही की भयंकर भूलें होती हैं।

Rule I. 'Too' and the Adjective or Adverb

Too का अर्थ होता है 'उतना जितना नहीं होना चाहिए' (more than enough). आप too को very के अर्थ में प्रयोग नहीं करें, क्योंकि very का अर्थ होता है 'बहुत'। यदि आप अपने मित्र को देखकर यह कहें—*I am too glad to see you*, तो इसका यह अर्थ होगा—'मैं आपको देखकर इतना अधिक प्रसन्न हूँ जितना नहीं होना चाहिए।' इसी प्रकार, यदि आप यह कहें—*My son's health is too good*, तो इसका अर्थ होगा—'मेरे लड़के का स्वास्थ्य इतना अच्छा है जितना नहीं होना चाहिए।' आप जानते हैं कि कोई भी अपने मित्र को देखकर या कोई पिता अपने पुत्र के विषय में ऐसा सोच भी नहीं सकता। वास्तव में इन वाक्यों में मित्र और पिता को too तथा very के प्रयोग का शान ही नहीं है। इसलिए उन्हें अज्ञानवश ही very के बदले too का प्रयोग कर अर्थ का अनर्थ कर दिया है। इसलिए आप यह न भूलें कि too से दोष का बोध कराया जाता है, गुण का नहीं। अतः इन वाक्यों में very का प्रयोग होना चाहिए too का नहीं—

God is *too* merciful.

This house is *too* strong.

This flower is *too* beautiful.

I write *too* correctly.

I love my mother *too* much.

The water of this tubewell is *too* pure.

My teacher is *too* learned.

Sugar is *too* sweet.

My friend is *too* good to me.

अब इन वाक्यों को देखें जिनमें too का प्रयोग शुद्ध है—

You are *too* weak in English.

It is *too* hot to go out.

It is *too* cold to-day.

The price of iron is *too* high.

It is *too* much for me to bear.
The house is *too* small for my purpose.
You are *too* late.

EXERCISE

Q. Correct the following sentences—

(a) I am *too* glad to meet you. (b) My son's health is *too* good. (c) This book is *too* good. (d) The weather is *too* fine. (e) God is *too* kind to me. (f) Peace is *too* good for mankind. (g) It is very hot to play football.

Hints—(a) to; (f) use 'very' instead of 'too'; (g) too hot.

Rule II. 'Enough' and the Adjective or Adverb

यह Adverb of Quantity है। अतः इससे परिमाण या मात्रा का बोध होता है। Enough का अर्थ है, पूर्ण या उचित मात्रा में (proper limit or amount). इसके प्रयोग के सम्बन्ध में एक और भी बात याद रखने योग्य है। आप देखेंगे कि यह Adverb जिस शब्द का गुण बतलाता है उसके बाद आता है पहले नहीं; जैसे—

He was *kind enough* to help me.

The weather is *fair enough* for me.

इन दोनों ही वाक्यों में enough का प्रयोग Adjectives 'kind' तथा 'fair' के बाद क्रमशः हुआ है। आप ऐसा नहीं कह सकते—

He was *enough kind* to help me.

The weather is *enough fair* for me.

क्योंकि इन वाक्यों में enough का प्रयोग उन विशेषणों के पहले हुआ है, जिनका गुण यह बतलाता है।

Note—आप यह याद रखें कि जब इसका प्रयोग Adjective की तरह होता है, तब यह Noun का गुण बतलाता है और इसलिए Noun के पहले या बाद में आता है; जैसे—

enough loaves; *loaves enough* आदि।

जब इसका प्रयोग Adverb की तरह होता है, तब यह सदा Adjectives वा Adverbs के बाद आता है, पहले कभी नहीं; जैसे—

good enough, *cold enough*, *bold enough*, *fast enough*, *hard enough* इत्यादि।

इसलिए आप enough का प्रयोग Adjective वा Adverb के पहले कभी नहीं करें।

EXERCISE

Q. Correct the following sentences—

(a) He runs *enough* fast to win this race. (b) He is *enough* intelligent to do this work. (c) He has acted *enough* boldly to deserve praise. (d) He is *enough* rich to spend so much. (e) He was *enough* good to help me.

Hints—(a) fast enough; (b) intelligent enough; (c) boldly enough; (d) rich enough; (e) good enough.

Rule III. 'Little' and 'A little'

जब little वा a little का प्रयोग Adverb के समान होता है, तो Adjective की ही भाँति little का अर्थ होता है 'कुछ भी नहीं' और a little का 'कुछ' वा 'थोड़ा'। इसी अर्थ को ध्यान में रखकर इनका प्रयोग करना चाहिए, नहीं तो अर्थ का अनर्थ हो सकता है; जैसे—

Ram failed and so he was *little* sorry.

'Little sorry' का अर्थ यह हुआ कि राम को कुछ दुःख नहीं हुआ। क्या ऐसा हो सकता है? जब राम ने फेल किया तो क्या उसे कुछ भी दुःख नहीं हुआ? वास्तव में कहने का तात्पर्य यह था कि राम को 'थोड़ा दुःख' हुआ। इसलिए यहाँ little sorry के बदले a little sorry का प्रयोग होना चाहिए। एक वाक्य और लें—

When Ram was banished, Dashrath was *little* unhappy.

'Little unhappy' से वह मालूम होता है कि जब राम को बन्वास हुआ तो दशरथ कुछ भी दुःखी नहीं हुए, जो वास्तव में ठीक नहीं। अतः यहाँ a little का प्रयोग होना चाहिए।

Note— The little का प्रयोग Adverb की भाँति नहीं होता। इसलिए आप ऐसे वाक्य नहीं लिखें—

He was *the little* sorry.

You are *the little* ashamed.

EXERCISE

Q. Correct the following sentences—

(a) When the dearest son died, the father was little sorry. (b) When a tiger appeared suddenly, we were little surprised (c) When the traveller lost his way and wandered for days and nights he felt little tired. (d) When he felt little hungry and thirsty, he cried for help.

Hints— (a) a little sorry; (b) a little surprised; (c) a little tired. (d) a little hungry.

Rule IV. 'Much' and 'Very'

Rule (a)— Much का प्रयोग Adjectives और Adverbs के पहले होता है, जब वे Comparative Degree में रहते हैं। इससे यह स्पष्ट है कि much का प्रयोग Positive Degree में नहीं हो सकता है। Positive Degree के Adjectives तथा Adverbs के साथ very का प्रयोग होता है, much का नहीं; जैसे—

Ram is *much* better than Shyam.

You are *much* more intelligent than Mohan.

Ram is *very* good.

You are *very* intelligent.

He loves me *very* dearly.

यहाँ पहले दो वाक्यों में much का प्रयोग हुआ है, क्योंकि Adjective 'better' तथा 'more intelligent' Comparative Degree में हैं। तीसरे और चौथे वाक्यों में

very का प्रयोग हुआ है, क्योंकि Adjectives 'good' और 'intelligent' Positive Degree में हैं। इसी प्रकार वीचें वाक्य में Adverb के पहले very का प्रयोग हुआ है, जो शुद्ध है। इसलिये निदमभूतार वाक्य much का प्रयोग Positive Degree के Adjectives तथा Adverbs के साथ और very का Comparative में कभी मो नहीं करें। इन वाक्यों में इन निदम का उल्लंघन किया गया है—

Ram is *much* intelligent.

You are *much* laborious.

She is *much* beautiful.

He is *very* worse than you.

You are *very* stronger than Mohan.

He explained the poem *much* clearly.

He walks *much* slowly.

The book is *much* difficult.

इन वाक्यों में very के पहले much और much के पहले very का प्रयोग होना चाहिए।

Note—आप इस सम्बन्ध में जान लें कि जब much का प्रयोग Comparative Degree के पहले हो, तो very का प्रयोग much के पहले (very much) हो सकता है; जैसे—

He is *very much* stronger than I.

You are *very much* better than he.

तो इस प्रकार हम देखते हैं कि very stronger प्रशुद्ध है, पर very much stronger शुद्ध।

Rule (b)—Much और very का प्रयोग Superlative Degree के पहले होता है, पर दोनों में यह अन्तर है कि much का प्रयोग the के पहले होता है, पर very का the के बाद; जैसे—

Ram is *much the* best boy in the village.

Ram is *the very* best boy in the village.

अतः ये वाक्य अशुद्ध हैं—

You are *the much* strongest man.

He is *very the* strongest man.

Rule (c)—Much और very में एक और अन्तर यह है कि 'much' Past Participle का गुण बतलाता है, पर 'very' Present Participle का, जैसे—*much* surprised, *much* astonished, *much* vexed, *very* distressing, *very* interesting, *very* perplexing इत्यादि। आप जानते हैं कि जब Verb में 'ing' लगना है और जब वह Adjective का काम करता है (Verb का काम नहीं), तो उसे Present Participle कहते हैं। इसी प्रकार Verb में 'ed', 'en' आदि लगाकर जब उसे Adjective की तरह व्यवहार किया जाता है तब उसे Past Participle कहा जाता है। इसको ध्यान में रखकर आप यह अवश्य ही कहेंगे कि surprised और astonished Past Participle हैं और distressing तथा vexing Present Participle। इसलिये Past Participles के साथ much का प्रयोग हुआ है, पर Present Participles के साथ very का। आप इनका जलदा

प्रयोग नहीं करें, अर्थात् Present Participles के साथ much का और Past Participles के साथ very का प्रयोग नहीं होना चाहिए। इसलिए ये वाक्य अशुद्ध हैं—

It is *much* interesting.

It is *much* distressing

I am *very* surprised.

You are *very* ashamed.

Note—इस प्रसंग में यह आप जान लें कि कुछ ऐसे phrases हैं जिनमें Participles रहने पर भी much के बदले very का प्रयोग होता है—*very* pleased, *very* tired, *very* dejected, *very* contented, और ये शुद्ध हैं पर इनके आधार पर नये phrases को गढ़ने की कोशिश मत करें।

EXERCISE

Q. Correct the following sentences—

(a) This question is much difficult but that is much easy (b) You are much ugly but she is much lovely (c) He is the much best boy of his class. (d) He was beaten much severely (e) It is much amusing. (f) He was very ashamed of his conduct (g) You are very the best boy. (h) I am very interested in your story

Hints—(a) very difficult very easy, (b) very ugly very lovely, (c) the very best or much the best; (d) very; (e) very; (f) much; (g) the very best or much the best; (h) much interested

Rule V. 'Very much', 'Too much', 'Much too', and 'Only too'

Very much का अर्थ है 'पूर्ण रूप से', पर too much और much too में 'इतना अधिक जितना नहीं होना चाहिए' का बोध होता है। Only too से 'बहुत' (very) का बोध होता है, too का नहीं, जैसे—

I am *very much* obliged to my friend.

I am *very much* sorry for this boy.

It gives me *too much* pain.

It is *much too* painful.

I shall be *only too* glad to see you. (= I shall be very glad to see you).

इस प्रकार आप देखते हैं कि only too का अर्थ too से भिन्न होता है। एक और बात भी ध्यान देने योग्य है। आप देखेंगे कि too much के बाद Noun आता है, पर much too के बाद Adjective या Participle. इन बातों को देखें—

He gave me *much too* pain.

It is *too much* painful.

यही पहले वाक्य में too much का और दूसरे में much too का प्रयोग होना चाहिए।

Rule VI 'At present', 'Presently', 'Shortly' and 'Directly'

At present का अर्थ होता है 'वर्तमान समय में' (for the present, at the present moment), at presently, shortly and directly का अर्थ होता है 'बिना देर के' (without delay) तथा at the time is presently का अर्थ at present time, shortly का अर्थ in short और directly का अर्थ straight अर्थ होता है।

Rule VII 'Presently' and 'Just now'

Presently का अर्थ future action के लिए होता है, पर just now का past action के लिए, अर्थ

He has come just now.

I shall come presently.

एतद्वत् अथवा अतएव अर्थ है—

I shall come just now.

He has come presently.

Rule VIII. 'Hard' and 'Hardly'

He works hard. He hardly works.

पहले वाक्य का अर्थ है कि 'वह बहुत मेहनत के साथ काम करता है', पर दूसरे का अर्थ है कि 'वह काम प्रायः नहीं करता'।

Hardly का अर्थ होता है scarcely. अतएव वाक्य hard और hardly का उचित अर्थ में प्रयोग करें।

Rule IX. 'Late' and 'Lately'

He came late. He came lately.

पहले वाक्य में यह बोध होता है कि 'वह देर करके आया', पर दूसरे का अर्थ यह है कि 'वह हाल ही में (recently) आया'। अतः अर्थ को ध्यान में रखकर ही इनका प्रयोग करें।

EXERCISE

Q. Correct the following sentences—

(a) I gave him much too freedom. (b) He is too much free (c) What are you? Presently I am a student. (d) I shall go just now. (e) He has gone presently. (f) He wants to stand first in the University examination and so he labours hardly. (g) As the boy came lately, he was fined.

Hints—(a) too much; (b) much too; (c) at present; (d) presently; (e) just now; (f) labours hard; (g) came late.

Rule X. The uses of 'Since'

Since का व्यवहार जब समय (time) का बोध कराने के लिए किया जाता है, तब इसे हम Preposition, Conjunction और Adverb तीनों ही प्रकार से प्रयोग कर सकते हैं। इन तीनों प्रकार के प्रयोगों में थोड़ा-थोड़ा अन्तर है। इसलिए पहले हमें यह समझना है कि

since का प्रयोग क्व Preposition और क्व Conjunction तथा Adverb की तरह होता है।

जब since के बाद कोई ऐसा समयसूचक शब्द आये जिसमें Point of Time (कब से) का बोध हो, तो समझना चाहिए कि इसका प्रयोग Preposition की तरह हुआ है, जैसे—

since Monday, since yesterday, since January इत्यादि।

आप यह बात रूँ कि Preposition की तरह प्रयुक्त होने पर since के बाद किसी तिथि, दिन, महीना या वर्ष का प्रयोग होता है जिससे यह स्पष्ट पता चल जाता है कि काम 'कब से' शुरू हुआ।

जब since का प्रयोग Conjunction की भाँति होता है, तब इसके बाद एक Clause भव्य आता है, जैसे—

Seven years have passed since I came here.

यहाँ 'since' Conjunction का काम करता है, क्योंकि यह दो Clauses को मिला रहा है। इन दो Clauses में एक Clause (I came here), since के बाद आया है। इस प्रकार आप देखते हैं कि since का प्रयोग जब Conjunction का तरह होता है, तब since के बाद एक Clause आता है, पर जब इसका प्रयोग Preposition की तरह होता है, तब इसके बाद एक Noun आता है, कोई Clause नहीं।

जब since का प्रयोग Adverb का तरह होता है, तब वह भाषाकरणवा वाक्य के अन्त में आता है। ऐसी ज्ञान में तो आप नुरत हो कह सकते हैं कि यहाँ इसका प्रयोग Adverb की तरह हुआ है। यदि since के पहले ever लगा रहे (ever since), तो इसे पहचानने में और भी आसानी होगी, क्योंकि वह निम्नस्थ Adverb ही होगा। एक बात और भी बात रूँ। यदि आप देखें कि since से न कोई Clause शुरू होता है और न इसके बाद कोई तिथि या दिन या महीना इत्यादि का नाम आता है, तो तब समझ लें कि यहाँ since का प्रयोग Adverb की तरह हुआ है।

अब हम since के भिन्न-भिन्न प्रयोगों पर विस्तारपूर्वक विचार करें।

(i) Since : As a Preposition

Preposition की भाँति प्रयोग करने पर (i) since के पहले Present Perfect, Past Perfect वा Present/Past Perfect Continuous Tense आता है, और (ii) इसके (since के) बाद कोई ऐसा समयसूचक शब्द (वर्ष, महीना, दिन इत्यादि) आता है जिसमें वह पता चलता है कि वह काम 'कब से' (from when) शुरू हुआ, जैसे -

He has been here since last Tuesday.

You have been ill since January last

It has been raining since Monday

इन तीनों वाक्यों में since के बाद क्रमशः Tuesday, January और Monday आये हैं, जिसमें यह पता स्पष्ट रूप से चल आता है कि काम 'कब से' शुरू हुआ है। फिर, पहले दो वाक्यों में since के पहले Present Perfect Tense का और तीनों में Present Perfect Continuous का प्रयोग हुआ है। इस प्रकार since के प्रयोग से स्पष्ट पता इन दोनों ही नियमों का पालन हुआ है।

अब इन वाक्यों को देखें

He is here since Monday

He has been ill since a week.

यहाँ पहले वाक्य में Monday से यह पता चलता है कि काम कब से शुरू हुआ, पर since के पहले Present Indefinite Tense का प्रयोग हुआ है, जो अशुद्ध है। वहाँ Present Perfect 'has been' का प्रयोग होना चाहिए—

He has been here since Monday.

दूसरे वाक्य में since के पहले Present Perfect Tense का प्रयोग हुआ है पर इसके बाद a week का, जिससे 'कितने' समय (Period of Time) का बोध होता है, 'कब से' (from when) का नहीं। इसलिए यहाँ since के बदले for का प्रयोग होना चाहिए—

He has been ill for a week.

इसी प्रकार, ये सभी वाक्य अशुद्ध हैं—

My father died since last Thursday.

The school was closed since last yesterday.

My father has been ill since three days.

The results have been known since two days.

यहाँ पहले वाक्य में died के बदले has been dead और दूसरे में was closed के बदले has been closed का प्रयोग होना चाहिए। तीसरे और चौथे में since के बदले for का प्रयोग होना चाहिए, क्योंकि three days और two days से Period of Time का बोध होता है, Point of Time का नहीं।

Note—यदि since के बाद ऐसा Noun आये जिससे Period of Time (कितने समय से) का बोध हो, Point of Time (कब से) का नहीं, तो since के बदले for का प्रयोग होना चाहिए, जैसे कि ऊपर के वाक्यों में बताया गया है। Since और for की चर्चा Pre-position के अध्याय में विस्तारपूर्वक हुई है।

Since के प्रयोग से सम्बन्धित इन दो सरल नियमों का पालन करना कठिन नहीं पर देखिए इन प्रयोग में कठोरता से इन दोनों नियमों का उल्लंघन किया गया है—

"Mr. Sahay who had been to Muzoffarpur about a month back in connection with his electioneering was slightly indisposed since last few days."

—THE INDIAN NATION : MARCH 15, '57

यहाँ since के पहले Past Indefinite Tense (was) का प्रयोग किया गया है और Since के बाद Period of Time (last few days) का, जो भरो भूल है। यहाँ was के बदले had been का प्रयोग होना चाहिए और since के बदले for का। यदि since का प्रयोग यहाँ करना ही चाहिए तो last few days को हटाकर इसके बदले Point of Time e.g. Monday, Tuesday etc.) का प्रयोग करें। इस वाक्य को देखिए जिसमें इन नियम का पालन किया गया है—

"The committee plan... has been in operation in London for two hundred years in support of Italian opera."

—G. B. SHAW

(ii) Since : As a Conjunction

जब since का प्रयोग Conjunction की भाँति होता है तब (i) इसके पहले Present Perfect Tense रहना है, (ii) इसके पहले देने समवन्तक लक्ष्य का प्रयोग होता

है जिससे **Period of Time** (कितने समय से) का बोध होता है, **Point of Time** (कब से) का नहीं, और (iii) इसके बाद **Past Indefinite Tense** का प्रयोग होता है; जैसे—

Seven years have passed since I came here.

Ten years have passed since my father died.

अब देखते हैं कि **since** के पहले **Present Perfect** का प्रयोग हुआ है और **seven years** तथा **ten years** से **Period of Time** का बोध होता है। अब यह भी देखते हैं कि वे **Clauses** जो **since** से आरम्भ होते हैं—**since I came** और **since my father died**—इनमें **Past Indefinite** का प्रयोग हुआ है।

अब इन वाक्यों को देखें—

Seven years passed since I came here.

Ten years have passed since my mother had died.

यहाँ पहले वाक्य में **since** के पहले **Period of Time** का प्रयोग तो हुआ है, पर **Present Perfect** के बदले **Past Indefinite** का। अतः यह अशुद्ध है। दूसरे वाक्य में **since** के पहले **Period of Time** का प्रयोग हुआ है और **Present Perfect** का भी, पर इसके बाद **Past Indefinite** के बदले **Past Perfect** का, जो गलत है।

बुद्ध उदाहरण और लें—

Twelve hours have passed since the patient had fallen asleep.

Eight years have passed since I had gone there.

It was a month since the examination has been started.

A year passed since his brother came.

यहाँ पहले दोनों वाक्यों में **since** के पहले **Period of Time** का प्रयोग हुआ है और **Present Perfect** का भी, पर **since** के बाद **Past Indefinite** के बदले **Past Perfect** का प्रयोग कर दिया गया है, जो गलत है। यहाँ **had fallen** के पहले **fell** का तथा **had gone** के बदले **went** का प्रयोग होना चाहिए। तीसरे वाक्य में **since** के बदले **Period of Time** का प्रयोग तो किया गया है, पर **is** के बदले **was** का, जो गलत है। फिर, **since** के बाद **Past Indefinite** के बदले **Present Perfect** का प्रयोग हो गया है। यहाँ **has been started** के बदले सिर्फ **started** का प्रयोग होना चाहिए। चौथे वाक्य में **since** के पहले **Present Perfect** के बदले **Past Indefinite** का प्रयोग कर दिया गया है। यहाँ **passed** के बदले **has passed** होना चाहिए।

Note—यदि वाक्य में **since** के पहले Verb 'to be' का प्रयोग हो, तो 'is' का प्रयोग होता है, 'was' या 'has been' का नहीं; जैसे—*It is a week since his father died.* यहाँ 'was' या 'has been' का प्रयोग अशुद्ध होता।

अच्छे लेखक इन नियमों का पालन आदरभाव से करते हैं—

"Every stitch of canvas has been on her since we broke ground at the mouth of the Mei-nam."

—JOSEPH CONRAD

(iii) **Since** : As an Adverb

अब **since** का प्रयोग **Adverb** की भाँति होता है तब (i) **since** वाले **clause** में **Present Perfect Tense** का प्रयोग होता है, और (ii) **since** का स्थान साधारणतया वाक्य के अन्त में रहता है। कभी-कभी **since** के पहले **ever** जोड़कर **ever since** का भी प्रयोग

इसके प्रयोग में कोई गलती ही होती है। हाँ, Conjunction और Preposition की तरह प्रयोग होने पर कुछ कठिनार्थ होती है। इस पर आप ध्यान दें।

(i) Before : As a Conjunction

Principal Clause में Future Tense का व्यवहार होने पर भी before के बाद आने वाले Clause में Future Tense का प्रयोग नहीं होता; Future के बदले Present Tense का व्यवहार होना चाहिए।

The patient will die *before* the doctor comes.

यहाँ Principal Clause है—The patient will die. इसमें Future Tense का प्रयोग किया गया है, पर before के बाद आने वाले Clause (the doctor comes) में Present Tense का, Future का नहीं। हम ऐसा नहीं लिख सकते—

The patient will die *before* the doctor will come.

इसलिए ये वाक्य अशुद्ध हैं—

Look *before* you will leap.

The crops will die, *before* the rain will fall.

You will leave India *before* three months will pass.

इन सभी वाक्यों में before के बाद आने वाले Clauses में Present Tense का प्रयोग होना चाहिए।

(ii) Before : As a Preposition

Preposition के समान प्रयोग करने पर before के बाद कोई ऐसा Noun आता है जो Point of Time का बोध कराता है, Period of Time का नहीं; जैसे—

He will not come back *before* Monday

He will come back *before* 5 o'clock.

यहाँ Monday तथा 5 o'clock से Point of Time का बोध होता है। इसलिए before का प्रयोग शुद्ध है। अब इन वाक्यों को देखें—

He will not come back *before* a week.

He will come back *before* an hour.

इन दोनों वाक्यों में before का प्रयोग अशुद्ध है, क्योंकि a week तथा an hour से Period of Time का बोध होता है, Point of Time का नहीं। यहाँ before के बदले within का प्रयोग होना चाहिए, क्योंकि within का प्रयोग Period of Time के लिए होता है, पर before का Point of Time के लिए। इसकी चर्चा Preposition के अध्याय में भी हुई है।

EXERCISE

Q. Correct the following sentences—

(a) I shall go before you will come. (b) I shall do this work before a fortnight. (c) You must return before five days. (d) I will finish this book before you will return from your tour

Hints—(a) before you come; (b) within a fortnight; (c) within five days, (d) before you return.

Rule XII. 'Ago' and 'That'

यदि ago के बाद कोई Clause आवे, तो उसे that से शुरू करना चाहिए, since से नहीं; जैसे—

It was twenty years ago that he died.

यहाँ that के बदले since का प्रयोग असुद्ध होता। इसलिए यह वाक्य असुद्ध है—

It was twenty years ago since he died.

यदि आप since का प्रयोग करना ही चाहें तो ago का प्रयोग नहीं करें। कहने का तात्पर्य यह है कि ago के बाद that का प्रयोग होता है, since का नहीं।

"If ago is used, and the event to be dated is given by a clause it must be by one beginning with that and not since." —FOWLER

EXERCISE

Q. Correct the following sentences—

(a) It was barely 50 years ago since it was introduced. (b) It was only twentyfive years ago since he left this job.

Hints—Use 'ago that' in both the sentences.

Rule XIII. 'Before' and 'Ago'

इन दोनों ही का अर्थ 'पहले' होता है, पर इनमें अन्तर यह है कि before का प्रयोग Past और Future दोनों ही Tense में होता है, पर ago का केवल Past Tense में।

इनमें दूसरा अन्तर यह है कि Period of Time का बोध कराने के लिए ago का प्रयोग होता है, पर Point of Time के लिए before का; जैसे—

The purdah system was common in India some twenty years ago.

इस वाक्य में ago के बदले before का प्रयोग असुद्ध होता, क्योंकि twenty years से Period of Time का बोध होता है, Point of Time का नहीं।

EXERCISE

Q. Correct the following sentences—

(a) Man is not as simple to-day as he was a hundred years before
(b) Aeroplanes are common now but half a century before they were rarely seen
(c) Reviews and newspapers are not as impartial and informative as they were ten years before. (d) Some days before I called on my friend.

Hints— Use 'ago' instead of 'before'.

Rule XIV. Present Perfect and Adverb

यदि वाक्य में Present Perfect Tense का प्रयोग हो, तो विली ऐसे Adverb या Adverbial Phrase का प्रयोग नहीं होना चाहिए जिसमें Past Tense का बोध

हो, जैसे—

I have passed the examination last year.

He has died yeste. day.

You have come back last evening.

इन वाक्यों में क्रमशः *last year*, *yesterday* और *last evening* से Past Tense का बोध होता है। इसलिए यहाँ Present Perfect Tense के बदले Past Indefinite Tense का प्रयोग होना चाहिए। हमसे यह स्पष्ट है कि यदि वाक्य में किसी ऐसे Adverb या Adverbial Phrases का प्रयोग किया जाय जिससे Past Tense का बोध हो, तो वाक्य में Past Indefinite Tense का प्रयोग करना चाहिए, Present Perfect का नहीं।

EXERCISE

Q. Correct the following sentences—

(a) He has come here the other day (b) I have joined this college only last year. (c) You have said so last evening

Hints—(a) He came . . . , (b) I joined . . . ; (c) You said

Rule XV. 'Yes' and 'No'

इनके प्रयोग में कभी-कभी भारी गलती हो जाती है, पर अगर आप इस नियम को समझ लें तो गलती होने का डर कभी भी नहीं रह सकता। यदि आप Affirmative sentence का प्रयोग करें तो उसके साथ yes आयेगा और यदि Negative sentence का प्रयोग करें, तो no जैसे—

Are you well ?

Yes, I am well.

No, I am not well.

यहाँ आप देखते हैं कि I am well के साथ yes आया है, क्योंकि यह वाक्य Affirmative है, पर I am not well के साथ no आया है, क्योंकि यह वाक्य Negative है। आप इन प्रकार के उत्तर नहीं दें—

Yes, I am not well. No, I am well.

यहाँ yes तथा no के प्रयोग अशुद्ध हैं, क्योंकि Affirmative sentence के साथ no और Negative के साथ yes आया है।

EXERCISE

Q. Correct the following sentences—

(a) Have you finished your work ? No, I have finished (b) Is it not a good rule ? Yes, it is not a good rule

Hints—(a) yes, (b) no.

Rule XVI. The Split Infinitive

इसकी चर्चा विस्तारपूर्वक Syntax के अध्याय में Position of Adverbs के Rule

humbly, slowly, bravely इत्यादि Adverbs के पहले with वा दूसरे Preposition का प्रयोग नहीं हो सकता—

With most humbly and respectfully I beg to state.

I am walking with slowly.

He fought with bravely.

You write with patiently and confidently.

इन वाक्यों में with का प्रयोग सर्वथा अनुचित है। यदि आपको ऐसे वाक्यों में Preposition का प्रयोग करना ही हो, तो Adverb को Noun में बदल दें, जैसे—

You write with patience and confidence.

EXERCISE

Q. Correct the following sentences—

(a) One must work with honestly and sincerely. (b) I read this book with thoroughly. (c) He taught me with clearly and affectionately.

Hints—Don't use 'with'.

REFRESHER COURSE I

Correct the following sentences—

1. He had climbed to the top almost when a branch broke.
2. He only worked five sums.
3. I speak always the truth.
4. I enough well know about it
5. He only succeeded in scoring two goals.
6. I only like her when she smiles.
7. I did not find him nowhere.
8. He has not got no food.
9. He finished quicker than I expected
10. Firstly, it is too weak.
11. Is it not much surprising ?
12. It is nothing else than folly.
13. You seldom or ever come in time
14. She can't hardly do so
15. He will pay heavy for his folly
16. Is it not wise to always avoid bad men ?
17. He will pay dear for his misconduct.
18. He seldom or ever rises early
19. I never remember having seen you.
20. I like her too much.
21. Of course, he is a great man.
22. My son is too healthy.
23. I am quite sorry to receive this letter
24. He was very surprised.
25. Nothing happens by chance ever.

Hints— 1. almost to the top when; 2. only five sums, 3. always speak, 4. well enough; 5. only he; 6. only when, 7. anywhere, 8. any food, 9. finished more quickly; 10. First; 11. very; 12. nothing else but folly. 13. seldom or never; 14. can hardly do or can't do; 15. heavily; 16. always wise to avoid, 17. dearly; 18. seldom, or never, seldom if ever, 19. do not remember ever having seen you; 20. very much, 21. Certainly, he is, 22. very healthy, 23. very sorry, 24. much surprised, 25. ever happens by chance

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

- 1 I have read very often this book.
- 2 He explained very clearly this rule.
3. I am enough pleased with you.
4. He only died a month ago
5. It was very hotter yesterday than today
6. I have received no letter, neither from father nor from mother
- 7 I was too glad to hear this happy news
- 8 I only eat when I feel hungry
- 9 This man is much interesting.
- 10 Although he has plenty of money, but he is unhappy.
- 11 I wish to earnestly and emphatically advise you.
12. I am living here since the last five years
- 13 His mother is ill for the last one year
14. Are you tired ? Yes, a few
- 15 Is it quite all right ?
- 16 He labours very hardly so that he may pass

"A large number of the formal restrictions and ancient 'thou shalt nots' of academic grammar are now completely outmoded". —NORMAN LEWIS

CONJUNCTIONS

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your results with the key given overleaf—

1. Both he as well as she is here.
2. I can neither sit nor stand nor sleep.
3. He cannot read nor write anything.
4. I have no pen nor paper with me.
5. The poet says to his beloved that you should not cry when I am dead.
6. I will go home after the college will be closed.
7. I do not know that how you are these days.
8. The reason why he is poor is because he is idle.
9. I doubt that he will pass even this time.
10. You should act fearlessly like I do.
11. But, however, I excuse you this time.
12. He labours hard lest he will fail.
13. It appears as if a fresh trouble will come.
14. It seems as though I have lost my dearest object.
15. I request you to grant me leave, as I am ill.
16. I do not know that he is ill or not.
17. I wait here unless you come back.
18. I know that where he lives these days.
19. While I started, it began to rain.
20. Unless you do not labour hard, you can't pass.

K E Y

(1) Both he and she are—Rule I. (2) Correct—Rule II. (3) or write—Rule III. (4) or paper—Rule III. (5) that she should not weep when he is dead—Rule V (d). (6) college is closed—Rule IV. (7) Know how you are Rule V (e). (8) is that—Rule VI. (9) doubt whether—Rule VII (b). (10) like me or as I do—Rule IX. (11) But I excuse you this time, or However, I excuse you this time—Rule X. (12) he should—Rule XI. (13) would come—Rule XIV. (14) had lost—Rule XIV. (15) As I am ill, I request you to grant me leave—Rule VIII. (16) Whether he is ill or not—Rule VII (a). (17) until you come back—Rule XII. (18) I know where he lives these days—Rule V (e). (19) When I started—Rule XIII. (20) Unless you labour hard—Rule XII.

CONJUNCTIONS

Correlative Conjunctions का स्थान वाक्य में कहां होना चाहिए और उन्हें उपयुक्त स्थान नहीं मिलने पर अर्थ और व्याकरण की क्या अशुद्धि हो जाती है, इन सभी बातों पर Syntax के अध्याय में Correlatives के अन्तर्गत विचार हो गया है। इस अध्याय में हमें उन Conjunctions पर विचार करना है जिनका प्रयोग विशेष रूप से होता है।

Rule I. The Correct Correlatives

Neither के बाद nor आता है, or नहीं और either के बाद or आता है, nor नहीं। इसी प्रकार both के बाद and आता है, as well as नहीं और though के बाद yet आता है, but नहीं। Hardly और scarcely के बाद when या before आता है, than नहीं और no sooner के बाद than आता है, when नहीं, जैसे—

He is *neither* good *nor* bad.

It is *both* good *and* cheap.

Hardly had he left *when* his father came.

No sooner did the thief see the police *than* he ran away.

यहाँ neither के बाद nor आता है और both के बाद and फिर hardly के बाद when का प्रयोग हुआ है और no sooner के बाद than का। अतः ये वाक्य शुद्ध हैं। यदि यहाँ neither के बाद or आता और both के बाद as well as, तो वाक्य अशुद्ध हो जाते। इसी प्रकार hardly के बाद than के आ जाने से और no sooner के बाद when के प्रयोग से वाक्य अशुद्ध हो जाते। इन छोटे से नियम को ध्यान में रखना कठिन नहीं, पर लोग ऐसा नहीं कर पाते—

"Like the Persian noble of old I ask that I may neither command or obey."

—EMERSON

But I would suggest that the time has come when other methods should be evolved both for the benefit of labour as well as for the community at large."

—JAWAHARLAL NEHRU : A. I. R., AUG. 5, '57

"Which differs from that and who in being used both as an adjective as well as a noun."

—H. SWEET

यहाँ पहले वाक्य में or के बदले nor का और दूसरे तथा तीसरे वाक्यों में as well as के बदले and का प्रयोग होना चाहिए।

Note—यह याद रखें कि *not either* के बाद *or* आता है, *nor* नहीं, जैसे—
That house is *not either* useful *or* beautiful. यहाँ *or* के बन्ने *nor* का प्रयोग असुद्ध होता।

EXERCISE

Q. Correct the following sentences—

(a) There was much agitation both in Dacca as well as in Karachi. (b) A thing cannot be both white as well as black at the same time. (c) No sooner had he reached the station when the train started. (d) Hardly had he left home than it began to rain. (e) He has neither a pen or a pencil. (f) Though he is poor, but he is happy. (g) Your pen is not either good nor cheap.

Hints—(a) and in Karachi; (b) and black, (c) than the train.....; (d) when it.; (e) nor a pencil, (f) yet; (g) or.

Rule II. 'Either' and 'Either—or'; 'Neither' and 'Neither—nor'

Rule (a)—Either और neither का प्रयोग Adjective और Pronoun दोनों ही प्रकार से होता है—

Either of the roads is long.

Neither of the roads is long.

Either road is long.

Neither road is long.

यहाँ पहले दो वाक्यों में *either* और *neither* का प्रयोग Pronoun की भाँति हुआ है और तीसरे तथा चौथे में Adjective की भाँति। आप जानते हैं कि जब इनका प्रयोग Pronoun या Adjective की भाँति होता है, तब ये केवल दो ही व्यक्तियों या वस्तुओं के साथ प्रयुक्त होते हैं, क्योंकि *either* का अर्थ होता है—one of the two और *neither* का—not one or the other.

Rule (b)—जब *either* के बाद *or* आ जाता है और *neither* के बाद *nor* (जैसे *either...or*, *neither...nor*), तो ये Adverb या Conjunction का काम करते हैं और इनलिए इन्हें Correlative भी कहा जाता है, क्योंकि इनके द्वारा एक ही श्रेणी के शब्दों को जोड़ा जाता है। ऐसी अवस्था में इनका प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के साथ भी होता है, केवल दो ही के लिए नहीं, अर्थात् ऐसी अवस्था में *either...or* तथा *neither...nor* के द्वारा दो से अधिक Nouns, Pronouns, Verbs या Adjectives को जोड़ा जा सकता है—

“Either as a Conjunction, Adverb, or Correlative indicates that what immediately follows is the first of two or more alternatives—used before two or more co-ordinate words, phrases or clauses which are joined by or.”

—WEBSTER'S INTERNATIONAL DICTIONARY

“Neither as a Conjunction or Adverb—Usually introducing the first of two or more co-ordinate words or clauses joined by nor.”

—WEBSTER'S INTERNATIONAL DICTIONARY

SHORTER OXFORD DICTIONARY में भी either और neither के क्रमशः ये अर्थ भी दिये गये हैं—

“Any one of more than two.”

“None of more than two.”

इस प्रकार यह स्पष्ट है कि Conjunction या Adverb की भांति प्रयुक्त होने पर either...or तथा neither...nor का प्रयोग दो से अधिक के लिए भी हो सकता है, और इसलिए either के बाद एक से अधिक or तथा neither के बाद एक से अधिक nor वा सकता है—either...or...or...or; neither...nor...nor...nor.

कुछ लोगों का मत है कि Conjunction या Adverb की भांति प्रयुक्त होने पर भी either और neither का प्रयोग केवल दो ही के लिए होना चाहिए, दो से अधिक के लिए कभी नहीं—

“The correct correlatives are ‘either...or’ and ‘neither...nor.’ Strictly speaking, we should not add another or or nor, since either and neither imply two and two only.” —G. H. VALLINS : BETTER ENGLISH

ये विचार में Vallins साहब का यह मत मान्य नहीं, क्योंकि अंगरेजी की उच्चतम कोरि की Dictionary का भी मत उनसे नहीं मिलता। जहाँ तक आधुनिक प्रयोग का प्रश्न है, वद तो Vallins के मत को विस्मृत ही नहीं मानता। अगर देखेंगे कि महान् लेखकों ने either...or तथा neither...nor का प्रयोग दो से अधिक वस्तुओं के साथ किया है और इसलिए उनके वाक्यों में either के बाद एक से अधिक or और neither के बाद एक से अधिक nor रहते हैं—

“There was, that is to say, nothing to distract him from his interests or to corrupt these interests ; neither the ambitions of parents or wife, nor the standards of society, nor the temptations of success.”

—T. S. ELIOT

“Either from the moralist's point of view, or from the theologian's point of view, or from the psychologist's point of view, or from that of the political philosopher, or judging by the ordinary standards of likeableness in human beings, Milton is unsatisfactory.”

—T. S. ELIOT

“Which, as a matter of fact, are found neither in Shakespeare nor in the Authorised Version of the Bible, nor in the Poetical Works of Milton, Pope, Cowper and Shelley”

—JESPERSON

“Neither the brilliancy of Hazlitt, nor the harmony of De Quincey, nor the vigour of Macaulay, nor the eloquence of Ruskin, nor the purity of Goldsmith could for a moment be thought capable of expressing the meaning of Lamb.”

—HUGH WALKER

इन वाक्यों में either...or तथा neither...nor का प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के लिए हुआ है। Vallins साहब के मतानुसार ये सभी वाक्य अशुद्ध हैं। वास्तव में उन्होंने तीसरे वाक्य को ले कर अपनी पुस्तक GOOD ENGLISH में इसका संप्रदान भी किया है, जो उचित नहीं। व्याकरण के नियमानुसार भी ये और ऐसे वाक्य शुद्ध हैं, क्योंकि

अंगरेजी के सबसे महान् व्याकरणकार्यों में गण्य कहा है—

*"This restriction to two does not hold for the adverb (conj.)—
Neither fish nor flesh nor fowl."* —FOWLER : MODERN ENGLISH USAGE

Fowler साहब के मतानुसार Neither fish nor flesh nor fowl गूढ़ है, क्योंकि यहाँ neither—nor का प्रयोग Adverb (या Conjunction) की भाँति हुआ है। इसका हम वाक्य के आधार पर Neither book, nor pen, nor paper आदि प्रकार के वाक्य गूढ़ है। यही प्रयोग में भी है। यदि Vallins साहब के मतानुसार इसे अगूढ़ माना जाय, तो लेखकों के लिए बड़ी कठिन समस्या उत्पन्न हो जायगी।

Rule III. 'No/Not' and 'Or'

यदि वाक्य में no या not आये और उनके बाद पूरा Clause रहे तो no या not के बाद or का प्रयोग होता है, nor का नहीं, जैसे—

I have *no* pen *or* pencil.

He cannot laugh *or* weep.

इन वाक्यों में nor का प्रयोग आधुनिक व्याकरण के नियमानुसार अगूढ़ होता, जैसा महान् व्याकरण में कहा है—

"I cannot read nor write. I cannot read or write. The use of 'nor' in such sentences was formerly in fashion, and that of 'or' is now in fashion."

—FOWLER : MODERN ENGLISH USAGE

वास्तव में no और not के बाद nor का प्रयोग Shakespeare और Chaucer के युग में होता था। आज का अच्छा लेखक ऐसी अवस्था में or का प्रयोग करता है—

"Mr. Whibley is not a critic of men or of books." —T. S. ELIOT

इस वाक्य में or के बदले nor का प्रयोग नहीं हो सकता।

EXERCISE

Q. Correct the following sentences—

(a) He cannot sit nor stand. (b) I do not sing nor dance. (c) He has no book nor paper. (d) He has no brother nor sister.

Hints—(a) or stand; (b) or dance; (c) or paper; (d) or sister.

Rule IV. 'After' and the Tense

Before के समान ही after से आरम्भ होने वाले Clause में Present या Past Tense का प्रयोग होता है, Future Tense का नहीं, जैसे—

I shall go after he *comes*.

I went after he *came*.

यदि हम ऐसा लिखें—I shall go after he *will* come, तो यह अगूढ़ होगा।

Rule V. The use of 'That'

Rule (a)—That का प्रयोग सदा Indirect Narration में होता है, Direct में नहीं, जैसे—

He said that he would go.

इसलिए यह वाक्य अशुद्ध है—

He said that 'I shall go'

Rule (b)—That के बाद Imperative, Interrogative, Optative या Exclamatory sentences का प्रयोग घाटी भूल है, जैसे—

(a) He said *that* bring a glass of water.

(b) I said *that* where does he live and how is he ?

(c) He said *that* how beautiful it was !

(d) I said *that* may you live long !

ये सभी वाक्य गलत हैं। इनको शुद्ध करने के दो तरीके हैं। पहला तरीका तो यह है कि *that* को हटा दें और उन Clauses (*that* के बाद आने वाले) को inverted commas के भीतर रख दें। दूसरा तरीका यह है कि *that* प्रत्येक को Narration के नियम के अनुसार Indirect Narration में बदल दें, जिसकी चर्चा Narration में बिलम्बपूर्वक हुई है।

Rule (c)—*That* का प्रयोग करने पर इसके बाद आने वाले Clauses के Tense पर पूरा ध्यान रखना चाहिए, क्योंकि किसी वाक्य में *that* के पहले आने वाले Clause में यदि Past Tense का प्रयोग हो, तो इसके बाद (*that* के बाद) आने वाले Clause में भी Past Tense का प्रयोग करना पड़ता है, जैसे—

He said *that* he *would* go.

यहाँ *will* का प्रयोग अशुद्ध होता। इस नियम को Verb तथा Narration के मिल-जुलने में बिलम्बपूर्वक समझाया गया है।

Rule (d)—*That* से शुरू होने वाले Clauses में Pronoun के प्रयोग में भी सज्जधानी की बड़ी आवश्यकता है, क्योंकि ऐसी अवस्था में, परीक्षा-मवन में, *that* के बाद आने वाले 'I' से परीक्षार्थी (examinee) का बोध होता है और 'you' से परीक्षक (examiner) का। इसलिए Sohrab says to Rustum that *you* are *my* father का अर्थ यह है—सोहराब स्वयं से कहता है कि तुम (examiner) मेरे (examinee के) पिता हो। यहाँ सज्जधानी के कारण वाक्य का अर्थ हो बदल गया है। इसका शुद्ध रूप यह होना चाहिए—

Sohrab says to Rustum that *he* is *his* (Sohrab's) father.

गुड़ और उदाहरण लें—

The spider says to the bee that *I* am rich but *you* are poor.

The withered leaf says to the green leaf that *you* are foolish but *I* am wise.

The poet says to his beloved that *you* should not remember me after *my* death.

Anne says that *I* want to be the wife of a Governor.

इन सभी वाक्यों में अर्थ का अन्वय हो गया है, क्योंकि यहाँ I से परीक्षार्थी का बोध होता है, spider, withered leaf, poet या Anne का नहीं। इसी प्रकार यहाँ *you* से परीक्षक का बोध होता है, bee, green leaf या beloved का नहीं। इस प्रकार ऐसे वाक्य लिखकर परीक्षार्थी कभी तो अपने को मानी देने हैं और कभी परीक्षक को, इसलिए *that* के बाद (अर्थात् Indirect Narration में) *my* अथवा *I* और *you* का प्रयोग करें, तो सतर्कता से

कॉरे, नहीं या प्रार प्रदर्शक मूल के वाली बनते। इन लक्ष्मी को दूर जाना बहुत ही अमान है।
 अब जब कभी Indirect Narration में जिम्मे और I का प्रयोग करें तो प्रायः वह
 प्रायः अपने ही से कुछ—बया में अपने विषय में जिम्मे रहा है? यदि प्रायः अपने
 विषय में जिम्मेना हो, तो I का प्रयोग करें और यदि अपने विषय में नहीं जिम्मेना हो, तो
 I के बरने he, she, it इत्यादि का प्रयोग करें। इसी प्रकार जब you का प्रयोग करना चाहें
 तो यह प्रायः कुछ—बया मूल परिष्क या अपने रिश्क के विषय के जिम्मेना है? यदि आपके
 इनके विषय में नहीं जिम्मेना हो, तो you के बरने सवामुत्तार he, she, it इत्यादि का
 प्रयोग करें।

Note—यह रहे कि Direct Narration में Pronoun में जिम्मे व्यक्ति का बोल
 होता है उदा। व्यक्ति का बोल उदा Pronoun से Indirect में नहीं होता, जैसे—

Ram said, 'I shall go'.

Ram said to Shyam, 'You will go'.

यहाँ I से राम का बोल होता है you से श्याम का, पर Indirect Narration में
 इन Pronouns में दूसरे व्यक्ति का बोल होता है, जैसे—

Ram said that I should go.

यहाँ I से राम का नहीं, बल्कि लिखने वाले का बोल होता है। इसलिए that के बाद
 Pronoun का व्यवहार सावधानी से करें।

Rule (e)—यदि Interrogative Pronouns (who, which, what etc.)
 या Interrogative Adverbs (why, how, when, where, whether etc.) से कोई
 Clause शुरू हो और उसके बाद कोई Principal Clause नहीं आये, तो Interrogative
 Pronouns या Interrogative Adverbs के पहले that का प्रयोग नहीं होता, जैसे—

I do not know how he is.

यहाँ how से एक Clause 'he is' शुरू होता है और इस Clause के बाद Princi-
 pal Clause नहीं आया है। इसलिए how के पहले that का प्रयोग नहीं हुआ है। इसी
 प्रकार इस वाक्य—I understand what you say—में what के पहले that का प्रयोग
 करना प्रशुद्ध होता, क्योंकि what you say के बाद Principal Clause नहीं आया है।
 एक उदाहरण और लें—

I do not know why he is absent.

इस वाक्य में why से एक Clause 'he is absent' शुरू होता है, पर इसके बाद कोई
 Principal Clause नहीं आया है। इसलिए why के पहले that का प्रयोग नहीं हुआ है।
 अब आप इन वाक्यों को देखें—

I know that when he will come.

I cannot say that where he is these days.

You do not follow that what I say.

इन वाक्यों में when, where तथा what के पहले that का प्रयोग नहीं होता चाहिए,
 क्योंकि इनके बाद आने वाले Clauses के बाद Principal Clause नहीं आया है।

Note—यदि इन Interrogative Pronouns या Interrogative Adverbs
 के बाद आने वाले Clauses के बाद Principal Clause आये, तो इनके पहले that का
 प्रयोग होना चाहिए, जैसे—

I know that what you say is correct.

यहाँ what के बाद एक Clause 'you say' आया है और इसके बाद एक Principal Clause 'is correct', इसलिए what के पहले that का प्रयोग शुद्ध है। कुछ उदाहरण और लें—

I know *that when* he will come, he will bring money for me.

I can say *that where* he lives is known to me.

इन वाक्यों में when तथा where के पहले that का प्रयोग शुद्ध है, क्योंकि इनके बाद Principal Clauses आये हैं।

Rule (f)— Agree, assert, assume, aver, calculate, conceive, hold, learn, maintain, reckon, state और suggest,—इन Verbs के बाद that-Clause आने पर that को दिया देना प्राथमिक प्रयोग के अनुसार अर्थात् नहीं समझा जाता है, जैसे—

I understand he will come to-day.

I assert it is right.

I maintain it is all wrong.

इन वाक्यों में understand, assert और maintain के बाद that का प्रयोग होना चाहिए।

Note— Believe, presume, suppose तथा think के बाद प्राथमिक प्रयोगानुसार that दिया रहता है, यद्यपि यह नहीं कहा जा सकता कि इन Verbs के बाद that का प्रयोग अशुद्ध होता है।

EXERCISE

Q. Correct the following sentences—

(a) I do not know that how and where he is. (b) I said to my servant that bring a chair and a glass of water (c) In this poem the poet says that O, my beloved, you will remember me in your old age (d) The withered leaf says to the green leaf that you are inexperienced but I am experienced (e) Louisa says to her father that you have ruined my life (f) I do not follow that what he says. (g) He said that he will not return within a week (h) I know that when he will come here. (i) I cannot explain that why I like him so much. (j) I agree it is a nice proposal.

Hints—(a) know how; (b) I asked or ordered my servant to bring; (c) says, "O—age" or says that she will remember him in her old age; (d) that she is—but he is, (e) that he has ruined her life or says to her father, "You—life", (f) follow what; (g) he would; (h) know when; (i) explain why; (j) agree that it is—

Rule VI. 'The reason is'/'The reason why'

यदि वाक्य में the reason is या the reason why आये, तो इसके बाद आने वाला Clause that से आरम्भ होता है, because या due to से नहीं, जैसे—

The reason is *that* he is ill.

The reason why he is absent is *that* he is ill.

इन वाक्यों में that के बदले because या due to का प्रयोग अनुचित होगा, क्योंकि

नियम है—

"After such openings as The reason is, The reason why, the clause containing the reason must not begin with 'because' but with 'that'."

—FOWLER : MODERN ENGLISH USAGE

"Grammar insists on 'that' following 'reason' never 'because'."

—C. WHITAKER-WILSON

देखिए, इस छोटे नियम का उल्लंघन हम वाक्य में—

"The reason why Denmark has been able to build up its trade and industries is due to the advantages of transport...."

—THE EASTERN ECONOMIST : Feb. 8, '57

यह वाक्य काफ़ी बुरा है। फिर भी इसको हम प्रकार सुधारा जा सकता है—*The reason why... is that it has the advantages of transport....*

Rule VII. 'That' and 'Whether'

Rule (a)— That का अर्थ होता है 'कि' पर whether का 'कि नहीं', 'या नहीं'। इसलिए whether के बाद or no या or not आता है, लेकिन that के बाद वाक्य की बनावट इस प्रकार की नहीं हो सकती, जैसे—

I do not know whether he will come or not.

अब, इस वाक्य को देखें—

I do not know that he will come or not.

यहाँ that के बदले whether का प्रयोग होना चाहिए।

Rule (b)— That और whether के सम्बन्ध में एक और बात ध्यान देने योग्य है और यह यह है कि Affirmative sentence में doubt या doubtful के साथ whether का प्रयोग होता है, that का नहीं, जैसे—

I doubt whether he will come or not.

Whether he will come or not is doubtful.

यहाँ 'I doubt' और 'is doubtful' Affirmative है। इसलिए whether का प्रयोग हुआ है that का नहीं। यहाँ whether के बदले that का प्रयोग बग़ुज़ होना।

Note—यदि वाक्य Negative या Interrogative हो, तो doubt या doubtful के साथ that का प्रयोग ग़ुज़ माना जाता है, जैसे—

I do not doubt that he will come.

It is not doubtful that he will come.

Is there any doubt that he will come ?

Is it doubtful that he will come ?

इस सभी वाक्यों में that का प्रयोग ग़ुज़ है, क्योंकि पहले दो वाक्य Negative हैं और अन्त्य दो Interrogative

EXERCISE

Q. Correct the following sentences—

(a) That he has been so misled is doubtful. (b) It was generally doubted

that France would permit the use of her force. (c) It is extremely doubtful that he will succeed in this work.

Hints—(a) Whether he. . . .; (b) whether France; (c) whether he

Rule VIII. 'As' Clause and its Position

यदि वाक्य में कोई Clause 'as' से शुरू हो, जिसमें कोई कारण (cause) बतलाया जाय, तो वैसे as-Clause को वाक्य के आरम्भ में रखना चाहिए, और उसके बाद Principal Clause को; पहले Principal Clause को और उसके बाद as-Clause को नहीं जैसे—

As I am ill, I request you to grant me leave.

यहाँ as-Clause कारण बतलाता है। इसलिए इसको वाक्य में पहले रखा गया है और उसके बाद Principal Clause—I request. . . leave को। यदि यहाँ Principal Clause को पहले रखा जाता है और उसके बाद as-Clause का, तो शैली की दृष्टि से बुरा मन्दा नहीं समझा जाता। इस सम्बन्ध में कहा गया है—

"To casual or explanatory As-clauses if they are placed before the main sentence (As he only laughed at all my arguments, I gave it up) there is no objection. The reverse order (I gave it up, as he only laughed at all my arguments) is intolerable to anyone with a literary ear. All good writers instinctively avoid it, but being common in talk, it is much used in print also by those who have not yet learnt that composition is an art and that sentences require arrangement."

—FOWLER · MODERN ENGLISH USAGE

Rule IX 'As', 'Like' and the Case

दोनों ही वाक्य 'जैसे' या 'समान' होता है, पर अन्तर यह है कि 'as' Conjunction है, या 'like' Adjective या Preposition की तरह प्रयुक्त होता है। इसलिए like के बाद Objective Case का प्रयोग होता है और as के बाद Nominative का, जैसे—

I am like him.

I am as good as he.

बाद वाले वाक्य नहीं जिन सबने—

I am like he

He is as good as me.

कारण यह मानकर मानकर होता कि प्रसिद्ध वैज्ञानिक चार्ल्स डार्विन ने यह वाक्य लिखा था

"Unfortunately few have observed like you have done." DARWIN

इस वाक्य में like के बाद YOU को Nominative Case में रखा गया है, जो चार्ल्स डार्विन के समानता बतलाने का सूचक है। इस वाक्य में YOU के बाद पूर्व लिखा हुआ चाहिए था like के बदले AS का प्रयोग। यह इस वाक्य को देखें—

You should act like I do

यहाँ like me या as I do होना चाहिए।

Note—*As* के बाद आने वाला Noun या Pronoun Objective Case में रहता है, यदि वह वाक्य में किसी Transitive Verb या Preposition का Object हो, जैसे—

You love her as much as *me*.

इससे यह स्पष्ट है कि यदि वाक्य में न Transitive Verb हो और न Preposition तो *as* के बाद सदा Nominative Case का प्रयोग होगा।

EXERCISE

Q. *Correct the following sentences—*

(a) Keep your body upright like I do. (b) Young Brian appeared for a few minutes in the part of Juliet just like boys did in Shakespeare's own time. (c) You are as dear to me as him

Hints—(a) as I do, (b) as boys did; (c) as he.

Rule X. However and But

However के सम्बन्ध में यहाँ इतना ही कहना है कि इसके पहले *but* का प्रयोग (*but however*) नहीं होता; था *but* का प्रयोग करें या *however* का, पर दोनों को एक साथ मिलाकर नहीं। इसलिए ये वाक्य अशुद्ध हैं—

But that, however, is not hard.

But one thing, however, has not changed.

यहाँ *but* और *however* में से किसी एक ही का प्रयोग होना चाहिए।

Rule XI. 'Lest' and the Verb

Lest का अर्थ होता है 'बिनासे कि नहीं' और इसके बाद सदा *should* का प्रयोग होता है—

"The idiomatic construction after 'lest' is 'should'. Instead of 'should' good writers rarely use 'shall', 'may' and 'ought'." —FOWLER

उदाहरण—He laboured hard, *lest* he *should* fail.

यहाँ *should* के बदले *will*, *shall*, *may* या *might* का प्रयोग अशुद्ध होता।

Rule XII. Until and Unless

Rule (a)—*Until* का अर्थ होता है 'जब तक नहीं' और इससे समय (time) का बोध होता है। *Unless* का अर्थ होता है 'अगर नहीं' और इससे केवल एक शर्त (condition) का बोध होता है; इसलिए condition के अर्थ में *until* का और time के अर्थ में *unless* का प्रयोग नहीं होना चाहिए। देखिए इन वाक्यों को—

I will wait here *unless* you come back.

You cannot succeed *until* you labour hard.

यहाँ पहले वाक्य में *unless* के बदले *until* का प्रयोग होना चाहिए और दूसरे में *until* के बदले *unless* का।

Rule (b)—'Until' और 'unless' Negative हैं। इसलिए Negative sense

का बोध कराने के लिए इनके साथ not का प्रयोग नहीं होता है, जैसे—

Unless you do not labour hard, you cannot pass.

I will wait here until you do not come back.

इन वाक्यों में do not का प्रयोग अनुचित है।

Rule XIII. While and When

When का प्रयोग तब होता है, जब एक काम समाप्त होता है और दूसरा काम आरम्भ होता है, पर जब एक काम के चालू रहने पर ही दूसरा काम आरम्भ होता है या दो काम एक ही समय चालू रहते हैं, तब while का प्रयोग होता है। इसलिए while के बदले when और when के बदले while का प्रयोग अशुद्ध है—

While I awoke, I saw a snake.

When it was raining, I started for home.

यहाँ पहले वाक्य में when का प्रयोग होना चाहिए और दूसरे में while का।

Rule XIV. 'As if/As though' and the Tense

इन दोनों ही का एक ही अर्थ होता है और वह है 'मानो'। इनके सम्बन्ध में भाषा यह नहीं भूलें कि इनके बाद सदा Past Tense का प्रयोग होता है, Present या Future का कभी नहीं—

"These should invariably be followed by a past conditional, and not by a present form ('would' not 'will', 'could' not 'can', 'did' not 'does', 'was' or 'were' not 'is', 'had gone' not 'has' 'knew' not 'knows')".

—FOWLER

अब इन वाक्यों को देखें—

It looks as if a new lot of men have sprung up who will require their share of the public plunder.

To the observer it seems as if, there has been some lack of stage-management.

यहाँ पहले वाक्य में as if के बाद have के बदले had का और फिर will के बदले would का प्रयोग होना चाहिए। दूसरे वाक्य में भी has के बदले had का व्यवहार होना चाहिए।

इतने महत्वपूर्ण नियम का उल्लंघन कुछ लोगों ने बड़े ही निरादर भाव से किया है—

"And now he is gone indeed; and it seems as though a part, and that a very happy part of life has gone with him." —A. G. GARDINER

इस वाक्य में as though के बाद had gone का प्रयोग होना चाहिए। सावधानी से लिखने पर लोग इस नियम का उल्लंघन नहीं करते—

"You have been promised a text-book, and I perhaps ramble on as if we had been taken outdoors to study botany..." —EZRA POUND

"Do you know I feel as though I were split in two ?"

—DOSTOEVSKY

"I do not want to give the impression that I regard his earlier and"

his later work almost as if they had been written by two different men."

—T. S. ELIOT

"Act as if you were already happy, and that will tend to make you happy."

—DALE CARNEGIE

इन सभी वाक्यों में as if और as though के बाद Past Tense का प्रयोग वही ही सतर्कता तथा बुद्धिमता से हुआ है। अगली मी देगा ही करें।

EXERCISE

Q. Correct the following sentences—

(a) He behaves as if he is my master. (b) He pretends to read a book as if he does not know anything about the matter (c) It appears as if a fresh calamity will come. (d) But, however, I excuse you this time. (e) He labours hard, lest he will fail

Hints—(a) he were; (b) he did not; (c) would come; (d) But excuse..... or However, I; (e) should fail

REFRESHER COURSE I

Correct the following sentences—

- Several things have happened since I have joined this college.
- He fled for life lest he might be arrested.
- I shall not go except you permit me.
- He boasts like his father does.
- Directly the meeting commenced, a censure motion was moved.
- Such dresses are seldom or ever used here.
- He gave no more than he could help.
- Scarcely had he slept than a thief broke into the house.
- No sooner had he left but it started raining.
- I do not know that how is he ?
- He is not only famous for his wealth but also for wisdom.
- She sang when he played.
- I am as rich or even richer than him.
- Are you wiser than her ?
- He not only reads English but also science.
- He is richer but not so popular.
- It is very much like I expected.
- I would neither help or harm.
- I am not sure whether she likes me or no.
- Do like he does.
- No change took place since he has died.
- Why do you not either read nor write ?
- Fools are both found in Asia and Europe.
- Did he only die yesterday ?
- Does he not look as if he is a ghost ?
- I cannot read nor write .
- I have received no help, neither from her nor from him.

Hints—(1) I joined; (2) he should be; (3) unless you; (4) like his father or as his father does; (5) as soon as the meeting, (6) seldom or never; (7) than he could not help, (8) when a thief; (9) than it; (10) do not know how he is (not, as to how); (11) famous not only for his wealth; (12) while he; (13) as rich as or even richer than he; (14) than she; (15) reads not only English; (16) richer than .. as I, (17) as I expected, (18) nor harm; (19) or not, (20) like him or as he does; (21) has taken place since he died, (22) or write; (23) are found in both Asia and Europe or are found both in Asia and in Europe, (24) only yesterday, (25) he were; (26) or write; (27) either from her or from him

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. Until you remain idle, you will not pass.
 2. No sooner he had died, but his sons quarrelled.
 3. It has been now a year since he had left.
 4. The crops will die before the rains will fall
 5. Scarcely he had returned before his wife was taken ill.
 6. Not only he was injured but ruined.
 7. He rose early, lest he might not be late.
 8. It was a week since the holidays had begun
 9. I am not a liar like you are.
 10. Sports are not only good for the body but also for the mind.
 11. He behaves as if he is a child.
 12. Let me know that whether you will return or not.
 13. Tell me that how much the book cost you
 14. Both the teacher as well as the student was there.
 15. Unless you are not careful you will fall into trouble.
 16. Seven years passed since I have come here.
 17. She told me that I will help you.
-

NOUNS

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your results with the key given overleaf—

1. The second five-years plan is too ambitious.
2. The gentries of the town have been invited.
3. The cattle is sold away.
4. Many furnitures and machineries have been purchased.
5. In his poetries Wordsworth has described lovely sceneries.
6. His mathematics are weak.
7. I am an examiner of the Patna and Bihar University.
8. The price of the book is three and a half rupees
9. I went to J. M. Dent's & Son's.
- 10 I have read Keats and Shelley's poems.
- 11 The barber's is too full of customers.
- 12 My means is much reduced.
- 13 The clergies and the nobilities have no respect to-day.
- 14 We cannot live without airs.
15. My little children are learning alphabets.
16. How many issues have you ?
17. This table is made of woods.
18. The Fox Sisters were good media.
19. I like the literature of the 16th and the 17th centuries.
20. The poors and the sick deserve help.

K E Y

(1) five-year—Rule I. (2) gentry—Rule II. (3) correct—Rule II (a). (4) items or articles of furniture and machinery—Rule V. (5) In his poetry . . . scenery—Rule V. (6) correct—Rule X. (7) Universities—Rule XV. (8) three rupees and a half—Rule XVI. (9) Dent and Sons—Rule XX. (10) Keats's—Rule XX. (11) barber's shop—Rule XX. (12) are much reduced—Rule—IV Note (b). (13) clergy and nobility—Rule II. (14) air—Rule VII. (15) alphabet—Rule VII. (16) issue—Rule VII. (17) wood—Rule VII. (18) mediums—Rule XII Note. (19) century—Rule XVI. (20) the poor and the sick—Rule XVIII.

NOUNS

यदि Noun वाक्य का कर्ता हो, तो इसके साथ Singular Verb आना चाहिए या Plural, इस पर विचार Syntax के अध्याय में Agreement के अन्तर्गत हो चुका है। Position of Words के सम्बन्ध में हम लोगों ने यह भी विचार किया है कि यदि Noun Object का काम करे, तो वाक्य में उसका स्थान कहाँ होना चाहिए। अब इस अध्याय में हमें Nouns के अन्य प्रयोगों पर ध्यान देना है जिनको नहीं जानने से अशुद्धियाँ होती हैं।

Rule I. Numeral Adjective + Hyphen + Noun

यदि Numeral Adjective और Noun को Hyphen (-) के द्वारा मिलाकर एक Compound Word बनाया जाय, तो वह Noun (जो hyphen के बाद आता है) सदा singular रहता है, जैसे—

I have two five-rupee notes.

You have a ten-rupee note.

इसके वाक्य में Definite Numeral Adjective 'five' तथा 'rupee' को hyphen से जोड़कर एक शब्द (five-rupee) बनाया गया है। इसलिए Plural five के रहने पर भी Singular Noun rupee का प्रयोग हुआ है, rupees का नहीं। इसी प्रकार दूसरे वाक्य में ten और rupee को मिलाकर एक शब्द बनाया गया है। इसलिए ten-rupee के बदले ten-rupees का प्रयोग नहीं हो सकता। आप यह ध्यान से देखें कि ऐसे वाक्य में hyphen रहने पर इसके बाद आने वाला Noun singular रहता है; पर hyphen नहीं रहने पर वह Noun plural हो जाता है; जैसे—

You have twenty rupees.

I have two ten-rupee notes.

It is three feet in length.

It is a three-foot rule.

It is fifty feet in width.

It is a fifty-foot tape.

There was an all-party conference.

इन वाक्यों Numeral Adjective और Noun के बीच hyphen के आने पर Nouns singular number में हैं। इनको plural कर देना अशुद्ध होगा।

अब इस वाक्य को देखें—

".....and the only money I ever hoarded was money that

K E Y

(1) five-year—Rule I. (2) gentry—Rule II. (3) correct—Rule II (a). (4) items or articles of furniture and machinery—Rule V. (5) In his poetry . . . scenery—Rule V. (6) correct—Rule X. (7) Universities—Rule XV. (8) three rupees and a half—Rule XVI. (9) Dent and Sons—Rule XX. (10) Keats's—Rule XX. (11) barber's shop—Rule XX. (12) are much reduced—Rule—IV Note (b). (13) clergy and nobility—Rule II. (14) air—Rule VII. (15) alphabet—Rule VII. (16) issue—Rule VII. (17) wood—Rule VII. (18) mediums—Rule XII Note. (19) century—Rule XVI. (20) the poor and the sick—Rule XVIII.



I had no time to spend within the narrow compass of a twenty-four-hour day."

—ROBERT LY

यहाँ hours के बदले hour का प्रयोग होना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) He is a fifty-years old man. (b) It is a five-pounds weight. (c) It is seven-men committee. (d) There was a three-hours sitting. (e) The five-men committee had a two-hours conference this morning. (f) The Second Five-Year Plan is good. (g) India cannot accept the two-nations theory. (h) An all-party conference was held to consider the food problem. (i) There is two-ways traffic here.

Hint— (a) fifty-year; (b) five pound; (c) seven-man; (d) three-hour (e) five-man ...two-hour...; (f) Five-Year; (g) two-nation; (h) all-party (i) two way.

Rule II. Nouns Singular in form but Plural in use

कुछ Nouns ऐसे हैं जिनका प्रयोग सदा plural अर्थ में होता है, यद्यपि देखने में singular मान्य होते हैं। इसलिए इनका प्रयोग singular में नहीं हो सकता और 's' या 'ies' लगाकर उन्हें plural नहीं बनाया जा सकता। ये Nouns हैं—

admiralty, cavalry; clergy, gentry, infantry, nobility, poultry, peasantry, yeomanry, children; जैसे—

The clergy have always stood in the way of scientific progress.

The nobility have oppressed the peasantry in several ways.

यदि clergy, nobility और peasantry को क्रमशः clergies, nobilities और peasantries बना देते, या इन Nouns का प्रयोग singular अर्थ में करते, तो वह बहुत समझा जाता।

Note (a)— Cattle, swine, vermin, mankind, police तथा public बने हुए दो बच्चों में प्रयुक्त होते हैं, यद्यपि इनका रूप दोनों ही बच्चों में ही समान रहता है। इनमें 's' लगाकर उन्हें plural नहीं बनाया जाता। इसलिए plural अर्थ में cattle का cattles, police का polices और public का publics नहीं हो जाता।

Note (b)— इनके प्रयोग के सम्बन्ध में कुछ लोगों के मन में एक प्रश्न है कि ये सदा plural अर्थ में ही प्रयुक्त होते हैं, singular में नहीं, पर यह ठीक नहीं। आर इन उदाहरणों को देखें—

"The cattle is sold The cattle are in the hay." —FOWLER

"These swine are a nuisance He is a dirty swine." —FOWLER

"The British public was elated rather than dismayed."

—H. G. WELLS

"Mankind is collectively engaged under the guidance of fools and with the ingenuity of slaves in exterminating itself."

—BERTRAND RUSSELL

"...at present mankind is demented." —H. G. WELLS

"These vermin are an incessant torment. Such a vermin as you."

—FOWLER

इन उदाहरणों से यह स्पष्ट है कि इनका प्रयोग दोनों ही बचनों में होता है।

Note (c)—People का प्रयोग 'आदमी' के अर्थ में सदा plural number में होता है, पर 'राष्ट्र' के अर्थ में singular, क्योंकि ऐसी हालत में इसके पहले a का प्रयोग होता है, जैसे—a people, 'राष्ट्र' के अर्थ में people का plural हो जाता है peoples, पर 'आदमी' के अर्थ में people को peoples करना भूल है।

EXERCISE

Q. Correct the following sentences—

(a) The peoples of India are marching ahead (b) The people of Russia is hard-working (c) The gentry of the town has assembled here (d) Our peasantry is very poor. (e) These cattles are mine. (f) The infantries were ordered to march on. (g) Childrens are playing.

Hints—(a) people; (b) are; (c) have; (d) are; (e) cattle; (f) infantry. (g) children.

Rule III. Nouns Plural in form but Singular in use

कुछ Nouns ऐसे हैं जिनके अन्त में 's' रहता है, और इसलिए वे plural मान्य पड़ते हैं, पर वास्तव में वे singular हैं, यथा—

News, gallows और summons. उदाहरण—

This news is bad.

A summons has been issued.

अतः ये वाक्य अशुद्ध हैं—

The news have spread quickly.

Summons have not yet been served on him.

Note (a)—कुछ लोग news को दोनों ही बचनों में प्रयोग कर देने हैं जो आधुनिक प्रयोग के विरुद्ध है—

"The number varied (The news is bad, are bad) for more than two centuries, but has now settled down permanently as singular"

—FOWLER

Rule IV. The true Plurals

कुछ Nouns ऐसे हैं जिनके अन्त में 's' रहता है। वे देखने में ही नहीं, वास्तव में भी plural हैं। वे ये हैं—

aborigines, alms, annals, ashes, bellows, billiards, bowels, breeches, caves drawers, fetters, measles, proceeds, proceedings, riches, thanks, tidings, trousers, vegetables, scissors, shears, spectacles and tongs.

आप 's' हटाकर इनका प्रयोग singular अर्थ में नहीं करें।

These *machineries* are costly.

I have many *furnitures* in my drawing-room.

There are heavy *traffics* on this road.

All his *luggages* were stolen away.

Note—यदि ऐसे Nouns का plural अर्थ में बोध कराता हो, तो इनके पहले items of, articles of, pieces या kinds of इत्यादि प्रकार के उपयुक्त expressions का प्रयोग करें, जैसे—

I have many *items* of furniture.

Rule VI. Noun and the Article

Proper, Material तथा Abstract Nouns के सम्बन्ध में यह ध्यान रखना चाहिए कि इनके साथ Article का प्रयोग नहीं होना और इनका plural भी नहीं होता, क्योंकि ये सदा singular रहते हैं, जैसे—

Shakespeare is a great poet

I require milk.

He reads poetry.

इन वाक्यों में Shakespeare, milk और poetry ब्रह्मण. Proper, Material तथा Abstract Nouns हैं। इसलिए इनके साथ Article का प्रयोग करना या इनको plural बनाना बर्बर होना। इन वाक्यों को देखें—

The Ram is a good boy.

He loves *golds*.

A kindness is a noble thing.

We eat *rices* and *milks* and take *waters*.

यहाँ पहले वाक्य में Proper Noun 'Ram' के पहले Article का प्रयोग हुआ है। दूसरे वाक्य में Material Noun 'gold' को plural बना दिया गया है। तीसरे वाक्य में Abstract Noun 'kindness' के पहले Article का प्रयोग कर दिया गया है और चौथे में Material Noun 'rich', 'milk' और 'water' को plural बना दिया गया है। ऐसा करना निरर्थक है।

Note—यदि Proper, Material और Abstract Nouns का प्रयोग Common Noun की भाँति हो, तो इनके पहले Article का प्रयोग हो सकता है और इनका plural भी बनाया जा सकता है, पर बाद लगे कि क्या करने पर अर्थ बदल जाता है, जैसे—

She has great beauty.

She is a great beauty.

Justice has been done

He is a justice

पहले वाक्य में beauty का अर्थ है 'सुन्दरता' पर दूसरे में 'सुन्दर लड़की'। तीसरे वाक्य में justice का अर्थ है 'न्याय' पर चौथे में 'न्यायाधीश'। इसीप्रकार अर्थ को ध्यान में रख कर सामान्यतः ही Material, Proper और Abstract Nouns के पहले Article का प्रयोग करें, या उन्हें plural बनायें।

EXERCISE

Q Correct the following sentences -

(a) Love are good things. (b) Justice has been done. (c) Childhood is better than manhood. (d) Every one feels the sensation of hunger and thirst. (e) Countries are a great handicap to man's life. (f) Mr. Lawrence loves music and fishes. (g) He has a full of dirt and dust. (h) Charities in women are treatises in men are for one thing.

How to correct: (a) Love is a good thing. (b) Justice has. (c) Childhood is manhood. (d) hunger and thirst. (e) prevents it. (f) race and fish. (g) dirt and dust. (h) Charities - beggary.

Rule VII. Nouns having one meaning in Singular but another in Plural

इन Nouns में है एक ही plural बनाए गए हैं -

- abuse (अपमान) - abuses (अपमानें).
- alphabet (अक्षरमाला) - alphabets (अक्षरमालाएँ).
- advice (सलाह) - advices (सलाहें).
- air (वायु) - airs (विशाली वायुएँ).
- bee (मधुमक्खन) - bees (मधुमक्खन, मधुमक्खन).
- compass (साधक) - compasses (एक दंड).
- food (भोजन) - foods (भोजन).
- iron (लोहा) - irons (कड़ी, बंदी).
- issue (समाचार) - issues (समाचार, विवर).
- physic (दवा) - physics (भौतिक विज्ञान).
- return (वापस) - returns (दिमाक-किताब).
- vesper (सन्ध्या) - vespers (सन्ध्या को पूजा-बन्दना).
- sand (बालू) - sands (बाजुहाला).
- force (बल, ताकत) - forces (सेना).
- manner (नरीका) - manners (आचार).
- wood (लकड़ी) - woods (संगन).

तो इस प्रकार यह स्पष्ट है कि इनका plural सावधानी से बनाना चाहिए। जब इनके अर्थ समझ लें और तब plural बनायें, नहीं तो अक्षर भूल हो जा सकती है, जैसे—

Why do you give me so many *abuses* without any reason?

This gate is made of *irons*.

Sands are required for a house.

Buddha left his palace for the *goods* of men.

We cannot live without *airs*.

I shall see you on my *returns* from Calcutta.

I hit the ball with all my *forces*.

My little children are learning *alphabets*.

He has three *issues*.

आप इन वाक्यों में क्रमशः abuse, iron, sand, good, air, return, force, alphabet तथा issue का प्रयोग करें, क्योंकि plural में प्रयोग करने पर यहाँ इनसे कोई अर्थ नहीं निकलता।

Rule VIII. Nouns having same form in both Numbers

कुछ Nouns ऐसे हैं जो singular तथा plural में एक ही रूप में रहते हैं। वे हैं—
sheep, deer, cattle, swine, salmon, yoke, brace, gross, stone, hundredweight, pice, police, public, means, innings, series and species. इनमें 's' लगाकर आप इन्हें plural बनाने का प्रयत्न नहीं कर। इन वाक्यों को देखें—

He has five *sheeps* and seven *deers*. I have five *pices*.

You have three *yokes* of oxen and four *braces* of bird.

इन वाक्यों में sheeps, deers, pices, yokes और braces के बदले क्रमशः sheep, deer, pice, yoke और brace का प्रयोग होना चाहिए।

Rule IX. Numeral Adjective and the Noun

कुछ Nouns ऐसे हैं जो Definite Numeral Adjective के बाद जाने पर सदा singular रहते हैं, पर Indefinite Number (अनिश्चित संख्या) का बोध कराने पर plural बन सकते हैं, जैसे—

pair, dozen, stone, hundred, thousand, score, gross, hundred-weight.

five dozen pens; six stone weight; three hundred rupees; four thousand rupees; two score; two pair of shoes.

इन सभी Nouns के पहले Definite Numbers (निश्चित संख्यासूचक शब्द) आते हैं। इसलिए five dozens, six stones, three hundreds, four thousands इत्यादि तरह के प्रयोग अशुद्ध हैं। हाँ, यदि इन शब्दों से अनिश्चित संख्या का बोध हो, तो इनका plural हो सकता है, जैसे—

dozens of pens; hundreds of boys; scores of men; thousands of books; several pairs of shoes.

यहाँ dozen के बदले dozens और hundred के बदले hundreds आदि का प्रयोग शुद्ध है, क्योंकि इनसे अनिश्चित संख्या का बोध होता है।

EXERCISE

Q. Correct the following sentences—

- (a) I have three dozens pins (b) How many pair of shoes do you require ?
(c) There are two thousands boys in our college. (d) I have three hundreds books.

Hints— (a) dozen; (b) pairs; (c) two thousand; (d) three hundred.

Rule X. Nouns ending in 'ics'

कुछ Nouns ऐसे हैं जिनके अन्त में 'ics' आता है, जैसे—

mathematics, politics, classics इत्यादि। ऐसे शब्दों के Number विषय में पढ़ें—

"This is not so simple a matter as it is sometimes thought.... The rules that seem to emerge are (i) Singular for the name of a science strictly so used; (ii) Plural for those names more loosely used, or for a manifestation of qualities, often recognizable by the presence 'his,' 'the' etc.—His mathematics are weak. Such ethics are abominable. The acoustics of the hall are faulty. (iii) The presence of a Singular noun complement of the makes the verb singular—Mathematics, even Athletics, is his strong point."

—FOWLE

फाउलर साहब का मत है कि इन शब्दों का (जिनके अन्त में 'ics' रहता है) प्रयोग singular में होना चाहिए, यदि इनसे किसी 'विषय के नाम' का बोध हो, जैसे—

Physics is taught even in schools to-day.

Mathematics requires practice

पर, इनका प्रयोग plural में होना चाहिए, यदि इनसे किसी विषय का बोध न होकर 'गुणों' (quality or property) का बोध हो, जैसे—

His mathematics are weak.

"Most men's politics sit much too loosely about them."

इन दोनों वाक्यों में mathematics और politics का प्रयोग plural में हुआ है, क्योंकि इनसे किसी विषय के नाम का बोध नहीं बल्कि क्रमशः mathematical qualities और political qualities का बोध होता है। अब इन वाक्यों को देखें—

Mathematics is his favourite subject.

Politics is an interesting subject.

इन वाक्यों में mathematics और politics से किसी विषय के नाम का बोध होता है। इसलिए इनका प्रयोग singular में हुआ है। अब देखें वाक्य जिनमें politics का प्रयोग political qualities के अर्थ में plural में हुआ है, जो शुद्ध है—

"Politics are the outcome rather than the cause of social change."

—G. M. TREVLYAN

इस वाक्य में politics का प्रयोग Political Science (जो एक विषय है) के अर्थ में नहीं हुआ है और इसका प्रयोग singular में नहीं हुआ है।

EXERCISE

Q. Correct the following sentences—

(a) Metaphysics are taught at the B. A. stage. (b) Classics are my favourite subject. (c) Physics deal with Heat, Light and Sound (d) Mathematics are difficult to learn

Hints— Use Singular Verbs in all the sentences.

Rule XI. Plural of letters, figures and abbreviations

1. Nouns और Pronouns के अतिरिक्त अन्य शब्दों का plural साधारणतः नहीं होता। फिर भी किसी विशेष अर्थ में हम उनका plural 's लगाकर बना सकते हैं, जैसे—

if—if's; but—but's; shall—shall's; will—will's.

I do not like your if's and but's.

2. इसी प्रकार किसी Letter (अक्षर) का plural 's लगा कर बनाया जाता है; जैसे—

p—p's; l—l's.

This word is full of p's and l's.

3. संख्या का plural 's लगा कर बनाया जाता है, यदि उसे अंक (figure) में लिखा जाए, शब्द में नहीं; जैसे—

5—5's; 10—10's

Your 5's are like 3's.

4. कुछ abbreviations (संक्षिप्त शब्द) का plural उनके पहले letter को दुहराने से बनता है; जैसे—

p—pp; l—ll.

यहाँ p का अर्थ है page और pp का अर्थ है pages. इसी प्रकार l से line का बोध होता है और ll से lines का।

5. कुछ abbreviations (संक्षिप्त शब्द) का plural s लगाने से बनता है, जब उनमें किसी व्यक्ति का बोध होता है; जैसे—

M.P.—M. P's; M. A.—M. A.'s; B. A.—B. A.'s

यहाँ M. P. का अर्थ है Member of Parliament, M. A. का Master of Arts और B. A. का Bachelor of Arts. इन शब्दों से किसी व्यक्ति का बोध होता है। यदि ऐसे शब्दों से degree (ग्राधि) का बोध हो तो उनका plural 's लगा कर बनाया जाता है; जैसे—

B. A.—B. A.'s (degree); M. A.—M.A.'s (degree)

6. Proper Nouns का plural तो साधारणतः नहीं होता है, पर किसी स्थान अर्थ में यदि उनका plural बनाना हो तो s लगा कर plural बनाया जा सकता है, जैसे—

Mary—Marys (not *Maries*); Henry—Henrys (not *Henries*)

There are several Marys and Henrys in this town.

Correct the following sentences—

These M. P.'s are honest Your 7s are like 9s. Most of the M. A.'s are unemployed.

Rule XII. Latin Nouns ending in 'um'

Rule (a)—Latin के कुछ एक बचन शब्द ऐसे होते हैं जिनके अंत में *um* का

उनका बहुवचन 'um' के बदले 'a' का प्रयोग करके बनाया जाता है, उसमें 's' लगाकर न
जैसे—

agendum—agenda; addendum—addenda; datum—data;
dictum—dicta; ovum—ova; erratum—errata; memorandum—
memoranda; medium—media; stratum—strata.

Note (a)—प्राचिनिक अंगरेजी में agenda का प्रयोग singular और plural दोनों में होता है। agendum का प्रयोग अब प्रायः होता ही नहीं। इसलिए ये वाक्य बिल्कुल ग़لط हैं—

The agenda has been drawn up. The agenda have been drawn up.

आजकल लोग इस प्रकार नहीं लिखते—The agendum has been drawn up.

Note (b)—Medium का अर्थ जब means या agency होता है तब इसका plural 'media' होता है, पर आध्यात्मिक अर्थ (spiritualistic sense) में mediums, media नहीं।

"In the spiritualistic sense, the plural is always mediums."

—FOWLER

उदाहरण—The Fox Sisters of America were all mediums.

यहाँ mediums के बदले media का प्रयोग अनुचित होता।

Rule (b)—Latin के कुछ ऐसे शब्द हैं जिनके अन्त में 'um' आता है। उनका बहुवचन 'um' में 's' लगाकर बनाया जाता है, 'um' के बदले 'a' का प्रयोग करके नहीं, जैसे—

asylum—asylums; decorum—decorums; forum—forums;
harmonium—harmoniums, museum—museums; nostrum—nostrums;
pendulum—pendulums; petroleum—petroleums; pomatum—
pomatums; premium—premiums; quorum—quorums.

EXERCISE

Q. Correct the following sentences—

(a) Collect all the datas carefully in support of your dictas. (b) Can you test these stratas of the earth? (c) The pendula of these clocks are not in order. (d) What memorandums have been prepared? (e) Do you know the agendums of the meeting?

Hints—(a) data ..dicta; (b) strata; (c) pendulums; (d) memoranda; (e) agenda.

Rule XIII. Latin Nouns ending in 'us'

कुछ ऐसे Latin शब्द हैं जिनके अन्त में 'us' रहता है। उनका बहुवचन 'us' को 'i' में बदल देने से बनता है; जैसे—

alumnus—alumni; locus—loci; fungus—fungi; genius—
genii; radius—radii; terminus—termini.

Note—Genius का बहुवचन 'प्रतिभाशाली व्यक्ति' के अर्थ में geniuses होता है, geni नहीं।

Rule XIV. Greek Nouns ending in 'is' or 'on'

Rule (a)—Greek के कुछ शब्द ऐसे हैं जिनके अन्त में 'is' रहता है। उनका बहुवचन 's' को 'es' में बदल देने से बनता है; जैसे—

analysis—analyses; basis—bases; crisis—crises; hypothesis—hypotheses; oasis—oases, parenthesis—parentheses; thesis—theses.

Rule (b)—कुछ ऐसे भी Greek शब्द हैं जिनके अन्त में 'on' रहता है। उनका बहुवचन 'on' को 'a' में बदलने से बनता है; जैसे—

criterion—criteria,
phenomenon—phenomena.

EXERCISE

Q. Correct the following sentences—

(a) Our country is proud of great geni like Gandhi and Nehru. (b) Our country is facing many criseses. (c) Most of the thesises are worthless. (d) It is a wonderful phenomena. (e) What are the criterions of selection? (f) There are not many oasises in a desert. (g) Wonderful phenomenons have suddenly appeared.

Hints—(a) geniuses; (b) crises; (c) theses, (d) phenomenon; (e) criteria; (f) oases, (g) phenomena

Rule XV. Noun repeated after Preposition

यदि किसी Noun को Preposition के बाद दुहराया जाय तो वह Noun (जो Preposition के पहले और बाद में आता है) Singular Number में रहता है, जैसे—

City after city was destroyed.

Row upon row of delicate green is soothing to the eyes.

Ship after ship is sailing by.

One hour after another (hour) is passing.

इन वाक्यों में after और upon के पहले तथा बाद आने वाले Noun को singular number में रखा गया है, जो शुद्ध है। यदि ऐसा लिखा जाता—

Cities after cities were destroyed.

Rows upon rows of delicate green are soothing to the eyes.

Ships after ships are sailing by.

Hours after hours are passing—तो ये वाक्य असुद्ध समझे जाते।

Rule XVI. Article, Adjective and Noun

यदि and से संयुक्त सभी Adjectives के लिए एक ही Noun का प्रयोग हो और केवल एक ही Adjective के पहले Article आवे, तो वह Noun plural number में

उनका बहुवचन 'um' के बदले 'a' का प्रयोग करके बनाया जाता है, उसमें 's' लगाकर ना जैसे—

agendum—agenda; addendum—addenda; datum—data;
dictum—dicta; ovum—ova; erratum—errata; memorandum—
memoranda; medium—media; stratum—strata.

Note (a)—आधुनिक अँगरेजी में agenda का प्रयोग singular और plural दोनों में होता है। agendum का प्रयोग अब प्रायः होता ही नहीं। इसलिए ये वाक्य रिक्त शब्द हैं—

The agenda has been drawn up. The agenda have been drawn up.

आमकल लोग इस प्रकार नहीं लिखते—The agendum has been drawn up.

Note (b)—Medium का अर्थ जब means या agency होता है तब इसका plural 'media' होता है, पर आध्यात्मिक अर्थ (spiritualistic sense) में mediums, media नहीं।

"In the spiritualistic sense, the plural is always mediums."

—FOWLER

उदाहरण—The Fox Sisters of America were all mediums.

वहाँ mediums के बदले media का प्रयोग अनुचित होता।

Rule (b)—Latin के कुछ ऐसे शब्द हैं जिनके अन्त में 'um' आता है। उनका बहुवचन 'um' में 's' लगाकर बनाया जाता है, 'um' के बदले 'a' का प्रयोग करके नहीं; जैसे—

asylum—asylums; decorum—decorums; forum—forums;
harmonium—harmoniums; museum—museums; nostrum—nos-
trums; pendulum—pendulums; petroleum—petroleums; pomatum
—pomatums; premium—premiums; quorum—quorums.

EXERCISE

Q. Correct the following sentences—

(a) Collect all the datas carefully in support of your dictas (b) Can you test these stratas of the earth? (c) The pendula of these clocks are not in order (d) What memorandums have been prepared? (e) Do you know the agendums of the meeting?

Hints—(a) data ...dicta; (b) strata; (c) pendulums; (d) memoranda; (e) agenda.

Rule XIII. Latin Nouns ending in 'us'

कुछ ऐसे Latin शब्द हैं जिनके अन्त में 'us' रहता है। उनका बहुवचन 'us' को 'i' में बदल देने से बनता है; जैसे—

alumnus—alumni; locus—loci; fungus—fungi; genius—
genii; radius—radii; terminus—termini.

Note—Genius का बहुवचन 'प्रतिभाशाली व्यक्ति' के अर्थ में geniuses होता है, genii नहीं।

Rule XIV. Greek Nouns ending in 'is' or 'on'

Rule (a)—Greek के कुछ शब्द ऐसे हैं जिनके अन्त में 'is' रहता है। उनका बहुवचन 's' को 'es' में बदल देने से बनता है; जैसे—

analysis—analyses; basis—bases; crisis—crises; hypothesis—hypotheses; oasis—oases; parenthesis—parentheses; thesis—theses.

Rule (b)—कुछ ऐसे भी Greek शब्द हैं जिनके अन्त में 'on' रहता है। उनका बहुवचन 'on' को 'a' में बदलने से बनता है; जैसे—

criterion—criteria;
phenomenon—phenomena.

EXERCISE

Q. Correct the following sentences—

(a) Our country is proud of great geni like Gandhi and Nehru. (b) Our country is facing many crises. (c) Most of the theses are worthless. (d) It is a wonderful phenomena. (e) What are the criterions of selection? (f) There are not many oases in a desert. (g) Wonderful phenomenons have suddenly appeared.

Hints—(a) geniuses; (b) crises, (c) theses, (d) phenomenon; (e) criteria, (f) oases; (g) phenomena.

Rule XV. Noun repeated after Preposition

यदि किसी Noun को Preposition के बाद पुनरावृत्ति जाय तो वह Noun (जो Preposition के पहले और बाद में आता है) Singular Number में रहता है; जैसे—

City after city was destroyed.

Row upon row of delicate green is soothing to the eyes.

Ship after ship is sailing by.

One hour after another (hour) is passing.

इन वाक्यों में after और upon के पहले तथा बाद आने वाले Noun को singular number में रखा गया है, जो शुद्ध है। यदि ऐसा लिखा जाता—

Cities after cities were destroyed.

Rows upon rows of delicate green are soothing to the eyes.

Ships after ships are sailing by.

Hours after hours are passing—तो ये वाक्य अशुद्ध समझे जाते।

Rule XVI. Article, Adjective and Noun

यदि and से संयुक्त सभी Adjectives के लिए एक ही Noun का प्रयोग हो और केवल एक ही Adjective के पहले Article आवे, तो वह Noun plural number में

रहता है, पर यदि प्रायः Adjective के पहले Article का प्रयोग हो, तो वह Noun singular number में रहना है, जैसे—

I am an examiner of *the Patna and Bihar Universities.*

I am an examiner of *the Patna and the Bihar University.*

यहाँ Patna और Bihar का प्रयोग Adjective को संज्ञा हुआ है जो and से संयुक्त है। पहले वाक्य में एक ही Adjective (Patna) के पहले Article आता है। इसलिए वह Plural Noun (Universities) का प्रयोग हुआ है। दूसरे वाक्य में इन दोनों ही Adjectives Patna और Bihar के पहले Article आता। इसलिए यहाँ Noun (University) singular है। यदि पहले वाक्य में Singular Noun का प्रयोग हो जहाँ और दूसरे में Plural का, तो वह असंगत हो जाता। इसका चर्चा Numeral Adjective के Rule II के प्रथम में भी हुई है।

EXERCISE

Q. Correct the following sentences—

- (a) The Chancellor of the Patna and Bihar University came to our college.
 (b) The Chancellor of the Patna and the Bihar Universities came to our college.
 (c) I very much like the literature of the 16th and the 17th centuries.

Hints—(a) universities; (b) university; (c) century.

Rule XVII. Numeral Adjective, Fraction and the Noun

यदि Cardinal Numeral Adjective के बाद 'a half' या 'a quarter' आये, तो Noun को (Numeral Adjective के Number को ध्यान में रखकर) Cardinal के बाद रखें और उस Noun के बाद 'a half' या 'a quarter' को, जैसे—

I have *one rupee and a half*

You have *two rupees and a half.*

इन वाक्यों में Cardinals क्रमशः one और two का प्रयोग हुआ है, जिनमें 'one' singular है और 'two' plural इसलिए पहले वाक्य में one के बाद rupee आया है और rupee के बाद 'a half'। दूसरे वाक्य में Plural Noun 'rupees' को Cardinal के बाद रखा गया है और rupees के बाद 'a half' को। अब इन वाक्यों को देखें—

I have *one and a half rupees.*

You have *two and a half rupees.*

ये असंगत हैं क्योंकि यहाँ Noun को Cardinal के बाद रखने के बदले 'a half' के बाद रख दिया गया है। कुछ उदाहरण और लें—

I gave him *three and a quarter mangoes.*

The meeting was held for *two and a half hours.*

इन वाक्यों में भी Noun को क्रमशः 'a quarter' तथा 'a half' के बाद रखा गया है जो शुद्ध नहीं। उन्हें Cardinal के बाद रखना चाहिए, जैसे—

I gave him *three mangoes and a quarter.*

The meeting was held for *two hours and a half.*

इसलिए इस नियम के अनुसार यह वाक्य अशुद्ध है—

“...between 1801 and 1831 the inhabitants of England, Wales and Scotland rose from eleven to sixteen and a half millions.”

—G. M. TREVELYAN

यहाँ sixteen and a half millions के बदले sixteen millions and a half होना चाहिए।

Note—यदि Cardinal Adjective तथा Fraction (a half या a quarter) को and से जोड़कर इसका प्रयोग गुणा करने (multiply) के अर्थ में हो, तो वह Noun plural number में 'a half' या 'a quarter' के बाद आता है, Cardinal Adjective के बाद नहीं, जैसे—

One and a half times.

Two and a half times.

इस ऐसा नहीं लिख सकते—

One time and a half.

Two times and a half.

EXERCISE

Q. Correct the following sentences—

(a) The length of this table is one and half feet (b) This pen has cost me seven and a quarter rupees. (c) The Britishers ruled India for two and a half centuries (d) It is three times and a half as large as that

Hints—(a) one foot and a half, (b) seven rupees and a quarter, (c) two centuries and a half; (d) three and a half times as large as that.

Rule XVIII. Adjectives used as Plural Nouns

यदि Adjective का प्रयोग Plural Noun की भाँति हो, तो उसके पहले the आता है। इसलिए 's' या 'es' लगाकर उसे plural बनाना भयंकर भूल है, जैसे—

The poor and the sick were helped.

The *poors* and the *sicks* were helped.

यहाँ पहला वाक्य शुद्ध है, पर दूसरा अशुद्ध, क्योंकि poor और sick जो Adjectives हैं उनका plural 's' लगाकर बनाया गया है।

EXERCISE

Q. Correct the following sentences—

(a) The lames and the blinds deserve our sympathy. (b) Neither the poors nor the riches can escape death. (c) The sicks are not properly looked after in hospitals.

Hints—(a) The lame and the blind; (b) the poor. ..the rich; (c) the sick.

Rule XIX. Nouns and their Gender

Rule (a)—जिस Noun को एक बार masculine या feminine या neuter

माना जाय, उसका वही gender आरम्भ से अन्त तक रहना चाहिए। उनको सभ्यता में और उनके बाद Feminine और फिर दूर ही Neuter मानने करना सर्वथा गलत है। यदि आप spider को Masculine Gender मानते हैं इसके लिए he, his, और him का प्रयोग होना चाहिए, it, she, its और her का प्रयोग नहीं, इन वाक्यों में लेखक ने Noun के gender के साथ ध्यान केंद्रित किया है—

—*It is not only in regard to India that Denmark has been able to increase its foreign trade; with western countries, too, she has increased her foreign trade considerably.*

—THE EASTERN ECONOMIST : Feb. 8, 1901

यहाँ Denmark को एक बार neuter माना गया है और इसलिए its का प्रयोग हुआ है, पर दूरत हो सबसे feminine नामकर इसके लिए she और her का प्रयोग किया गया है। ऐसा 'sex-change' नहीं हुआ है। आप इनसे बचें।

Rule (b)— Common Gender के Nouns (cook, clerk, child, doctor, friend, public, student, teacher, reader, writer इत्यादि) के लिए Masculine Gender के Pronoun का प्रयोग होना है, क्योंकि अंगरेजी में Common Gender का Pronoun होता ही नहीं। ऐसी अवस्था में Masculine Gender से ही Feminine का बोध हो जाता है; जैसे—

A teacher should fight for his rights but he must not neglect his duties.

A student has his duties not only towards his parents but also towards his teachers.

एक तरह से teacher और student के लिए (जो Common Gender के Nouns हैं) Masculine Gender के Pronoun (he, his) का प्रयोग हुआ है। यदि Neuter या Feminine Gender का प्रयोग अशुद्ध होगा।

Note (a)— यदि Common Gender के Nouns के पहले girl, woman, or female आदि का बोध हो—

g. a friend, girl student, woman student, female child, female teacher, female doctor इत्यादि

तो इसके 'sex' के Nouns के Pronoun का प्रयोग होना चाहिए।

Note (b)— ऐसे Nouns (Common Gender के Nouns) के पहले lady or wife or she Feminine बोधना सीक नहीं देना, क्योंकि lady से तो social position का बोध हो सकता है और wife का बोध होता है। अतः ऐसी अवस्था में sex का बोध करने के लिए female or woman का ही प्रयोग करना सज्जा समझना चाहिए—

"The word 'preferred to some indistinct vocation as a mark of sex' (man, woman, or he, she, etc.) is a cumbersome substitute for a feminine

or male which should be preferred when it exists or can be made

clear. The words 'woman' or 'female' would be better than 'lady's

as to the essential point with irrelevant suggestions of social

— FOWLER : MODERN ENGLISH USAGE

EXERCISE

Q. Correct the following sentences—

(a) India has rich mineral deposits and vast population and so it can be reasonably expected that she will be a great power in near future if all its resources are fully exploited for the implementation of her Second Five-Year Plan. (b) A reader should not blindly accept everything she finds in a book. (c) A husband must love her wife and a wife must love his husband. (d) He does not care for her daughter.

Hints—(a) her resources, or it will be its . its Second Five-Year Plan; (b) he finds; (c) his wife her husband, (d) his daughter

Rule XX. Noun and the Nominative Case

यदि कोई Noun वाक्य का कर्ता (Nominative) हो, तो उसे Nominative Case में रहना चाहिए, जैसे—

Dickens is a Victorian novelist.

Keats is a romantic poet.

यहाँ Dickens और Keats वाक्य के कर्ता हैं। इसलिए ये Nominative Case में हैं। अब इन वाक्यों को देखें—

Dickens's is well known for his humour.

Keats's was a great lover of nature.

इन वाक्यों में Dickens और Keats कर्ता हैं, पर इन्हें Possessive Case में रखा गया है, जो भ्रमकर भूल है। यहाँ Dickens's और Keats's के बदले क्रमशः Dickens और Keats होना चाहिए।

Rule XI. Noun and the Possessive Case

Rule (a)— यदि दो या दो से अधिक Nouns को and से जोड़ा गया, तो उनके joint possession (सम्मिलित स्वत्व) का बोध कराने के लिए केवल अन्त में आने वाले Noun में 's' या (') लगाकर Possessive Case बनाया जाता है, पर यदि उनके separate possession (व्यक्त-व्यक्त स्वत्व) का अर्थ प्रकट करना हो, तो उनमें से प्रत्येक Noun में (') या ('s) लगाकर उन्हें Possessive Case बनाया जाता है, जैसे—

J. M. Dent & Sons' shop.

Keats's and Yeats's poems.

यहाँ पहले उदाहरण में केवल अन्त में आने वाले Noun (Sons) में (') लगाकर इसे Possessive Case बनाया गया है, क्योंकि Dent & Sons' से joint possession का बोध होता है। दूसरे उदाहरण में Keats और Yeats दोनों ही में ('s) लगाकर इन्हें Possessive Case बनाया गया है, क्योंकि यहाँ separate possession का बोध होता है यदि इन्हें हम प्रकार लिखा जाय—

I have placed orders with J. M. Dent's & Sons'.

I have read Keats and Yeats's poems, तो ये अशुद्ध होंगे।

Rule (b)— यदि house, school, shop, church इत्यादि Nouns (जिनसे स्थान या घर का बोध हो) का प्रयोग वाक्य में Object की भाँति हो और वे Possessive

Case के Noun के बाद आये, तो ऐसे Nouns को छिपा दिया जा सकता है; पर यदि Nouns (जो Possessive Case के Noun के बाद आते हैं) वाक्य में Subject का काम करें, तो इन्हें छिपाया नहीं जा सकता, जैसे—

I went to *Blackwell's* (shop).

I went to the *barber's* (shop).

The *barber's* is full of customers.

Blackwell's is prompt in service.

यहाँ पहले दो वाक्यों में क्रमशः *Blackwell's* और *barber's* के बाद जो Noun (shop) आया है वह Objective Case में है। इसलिए इन वाक्यों में shop छिपा हुआ है, जो शुद्ध है, तोसरे तथा चौथे वाक्यों में क्रमशः *barber's* और *Blackwell's* के बाद Noun (shop) आना चाहिए। उनको छिपाना अशुद्ध है, क्योंकि यहाँ shop वाक्य का Subject है।

EXERCISE

Q *Correct the following sentences—*

- (a) *Dickens's* was a popular novelist (b) I like *Keats and Yeats's* poetry.
 (c) I went to *Blackwell's & Sons'*. (d) The *barber's* is far from this place
 Hints—(a) *Dickens*; (b) *Keats's and Yeats's* poems; (c) *Blackwell & Sons*;
 (d) The *barber's* shop is....

REFRESHER COURSE I

Correct the following sentences—

1. There are not many gentries in this village.
 2. What are the peoples of this place doing ?
 3. Whose poultries are these ?
 4. All the cattles have been sold away.
 5. Why are there more os than es in this poem ?
 6. She is in her teen's
 7. Don't write 3s like 5s
 8. Is it a girl's school ?
 9. What is this book's price ?
 10. He was paid two week's wages
 11. It is a nice poetry
 12. There are two females here.
 13. He gave me five ten rupees's notes.
 14. I gave him three and a half rupees.
 15. How many M. P's have come ?
- Hints—(1) gentry; (2) people; (3) poultry; (4) cattle; (5) o's than e's; (6) teen's
 (7) 3's like 5's; (8) girls'; (9) the price of this book; (10) weeks'; (11) is nice poetry
 or is a nice poem; (12) two women; (13) five ten-rupee notes; (14) three rupees and
 a half, (15) M. P.s

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. He likes new poetries
2. The sceneries of Ranchi are charming

3. These news are very bad.
4. The Indians are brave peoples.
5. All the furnitures were burnt
6. Help the deafs and blinds
7. He gave me five and half rupees.
8. I gave him many good advices.
9. He is a student of three-year's degree course
- 10 This book has been recommended by the Bihar and the Bhagalpur Universities.
11. How many babys and ladys are there ?
12. His teeths and feets were broken
13. She is a good actor.
14. She is the hero of this novel.

REFRESHER COURSE III

Rewrite the following sentences, changing all the words into their opposite number—

1. These children are nice.
 2. The leaves of these trees are green.
 - 3 She does not do her duty well.
 4. He takes meat and fish daily.
 - 5 They do not love their husbands.
-



PRONOUNS

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your result with the key given overleaf—

1. The two boys are beating one another.
2. I, you, and he sat in the same boat.
3. You, he and I tried my very best.
4. Neither of the three books is very useful.
5. Everyone of the two guests reached in time.
6. Neither of the two sisters had their own choice.
7. One must always do his duties sincerely.
8. Myself can do this work without your help.
9. Do you really know who you are speaking to ?
10. I do not like them who are not dutiful.
11. You are the man whom I believe can help me.
12. Yours of the 15th ultimo is to hand in time.
13. Received your letter and I thank you for the same.
14. It is me but this is him.
15. It is him who is really guilty.
16. I know the man to be he.
17. This is the only book whom I like.
18. We must not do such actions that are harmful.
19. Each of the soldiers saluted their commander.
20. It is strictly between you and I.

KEY

(i) Correct—Rule I. (2) You, he and I—Rule II. (3) our best—Rule III. (4) None of—Rule V. (5) Each of—Rule VI. (6) her own choice—Rule VII (b). (7) one's duties—Rule VII (c). (8) I myself—Rule IX. (9) whom—Rule XV. (10) those who—Rule XVI. (11) who I believe—Rule XV. (12) Your letter—Rule XVII. (13) for it or this—Rule XVIII. (14) Correct—Rule XX, note (a). (15) he who—Rule XX, note (b). (16) him—Rule XX, note (c). (17) that or which—Rule XIII. (18) as are—Rule X. (19) his commander—Rule VII (a). (20) you and me—Rule IV.

CHAPTER VII
PRONOUNS

Pronouns और Verb के सम्बन्ध की चर्चा Syntax के अध्याय में हो गयी है। इस अध्याय में हमें कुछ ऐसे Pronouns पर विचार करना है जिनके प्रयोग विशेष रूप से होते हैं।

Rule I. 'Each other' and 'One another'

ये Reciprocal Pronouns हैं। पुराने व्याचार्यों ने इन दोनों के प्रयोग में यह अन्तर माना है कि each other का प्रयोग दो व्यक्तियों या वस्तुओं के लिए होता है, पर one another का दो से अधिक के लिए—

"Each other is used when two persons or things are concerned; one another is used when more than two persons or things are concerned."

—NESFIELD

पर आधुनिक व्याचार्यों के मतानुसार इस अन्तर को नहीं मानना अशुद्ध नहीं—

"The differentiation is neither of present utility nor based on historical usage."

—FOWLER

वास्तव में दो व्यक्तियों या वस्तुओं के लिए भी one another का प्रयोग १८वीं सदी के मध्य में भी मिलता है—

"They both simpered and looked upon one another."

—RICHARDSON

ज्ञान के महान् लेखक भी ऐसा प्रयोग निस्संकोच भाव से करते हैं, जो अनुचित नहीं—

"Whereas in Shakespeare the effect is due to the way in which the characters act upon one another in Jonson it is given by the way in which the characters fit in with each other,"

—T. S. ELIOT

"The artistic result of Volpone is not due to any effect that Volpone, Mosca, Corbino, Corbaccio and Voltore have upon each other."

—T. S. ELIOT

"... neither the Chestnut nor the Oak spoke to one another."

—T. F. POWYS

"For you and I are foreigners to one another, foreigners in time."

—ALDOUS HUXLEY

यहाँ पहले वाक्य में characters के लिए एक बार one another का प्रयोग हुआ है और दूसरी बार each other का। हमसे यह स्पष्ट है कि लेखक each other और one another के बीच कोई भी अन्तर नहीं मानता। दूसरे वाक्य में पाँच व्यक्तियों के लिए each other का प्रयोग हुआ है और तीसरे वाक्य में केवल दो (Chestnut and Oak) के लिए

one another का, या Newfield साथ के 'जिसका' का प्रयोग करना। वास्तव में Fowler साथ ही वास्तविक प्रयोग के प्रयोग में है। इसलिए मैं विचार है कि each other और one another के बीच कोई भी अंतर नहीं महसूस किया। हाँ, यदि कोई ऐसा अंतर माने, तो उसे ही प्रयोग नहीं करना चाहिए। इसलिए यह प्रयोग के प्रयोग में करने का निर्देश है—

The three sisters love *each other*.

The two sisters love *one another*.

The two men helped *one another*. जो के साथ ही प्रयोग करना नहीं है। क्योंकि वे वास्तव में ही हैं। जो कि इन वास्तविक प्रयोगों को प्रयोग है।

Rule II. Pronouns and their Position

यदि शब्द में वचन-वचन Persons के Nouns या Pronouns का, तो पहले वचने Second Person कहा है, उसके बाद Third Person और वचन में First Person (2 3 1), जैसे—

You, he and I are going.

इसलिए वे वास्तव में हैं—

I, you and he went there. *I and you* are fast friends.

इसके प्रयोग का दे रहे—

You, he and I went there.

You and I are fast friends.

Note—हाँ, यदि शब्द में किसी अंतराल के अर्थ को व्यक्त करना चाहें, तो अन्य वास्तविक को यदि वे वास्तविक वचने First Person को प्रयोग करते हैं, जैसे—

I and he are guilty.

Rule III. Pronouns and their Person and Number

Rule (a)—यदि शब्द में दोनो ही Persons के Nouns या Pronouns को जोड़ा जाए और उन सब के लिए एक ही Pronoun का प्रयोग करना हो, तो वह Pronoun वचन First Person Plural (we) होगा।

You, he and I are doing *our* duties well.

You, Ram and I have tried *our* best.

यदि दोनो वचनों में दोनो ही Persons के लिए एक ही Pronoun का प्रयोग करना है। इसलिए First Person Plural 'we' का प्रयोग किया गया है। वहाँ my, their का किसी और Pronoun का प्रयोग करना प्रयोग होगा।

Rule (b)—यदि शब्द में Second और Third Persons को जोड़ा जाए, और उनके लिए एक ही Pronoun का प्रयोग करना हो, तो वहाँ Second Person Plural (you) का प्रयोग होगा।

You and he did not do *your* duties well.

यदि शब्द में Second और Third Persons को and में जोड़ा गया है और इसलिए your का प्रयोग हुआ है। वहाँ his या their का प्रयोग प्रयोग होगा।

Rule IV. Pronouns and their Case

यदि एक से अधिक Pronouns को जोड़ा जाए, तो उन्हें एक ही Case में रहना चाहिए—

It is between *him* and *me*

Let *him* and *me* lead the procession

आज जानते हैं कि 'between' Preposition है और इनलिए इसके बाद Objective Case 'him' का प्रयोग होना आवश्यक है। इनको एक दूसरे Pronoun (me) के साथ and के द्वारा जोड़ा गया है। इनलिए इन दोनों का Objective Case में रखा गया है। यदि यह ऐसा लिखें—

It is between him and I, तो यह अशुद्ध होगा, क्योंकि एक Pronoun Objective Case में है और दूसरा Nominative में। इसी प्रकार दूसरे वाक्य में 'him' Objective Case में है जिसे and के द्वारा एक दूसरे Pronoun के साथ जोड़ा गया है। इनलिए दूसरा Pronoun 'me' भी Objective Case में है। अगर आप ऐसा कहें—
Let him and I lead the procession, It is between him and I, तो यह अशुद्ध होगा, क्योंकि 'him' Objective में है और 'I' Nominative में।

EXERCISE

Q. Correct the following sentences—

(a) Let he and I work together (b) There is friendship between you and I (c) The book is liked by him and I (d) Both he and me were asked to do it. (e) I and he are fast friends (f) He and I have done my work together (g) You and he did not do their duty well (h) Let she and I do it (i) Me and my husband have been invited.

Hints—(a) him and me, (b) you and me, (c) him and me; (d) he and I; (e) he and I, (f) our work; (g) your duty; (h) her and me; (i) my husband and I.

Rule V. 'Either', 'Neither' and 'Both'

Pronoun की संज्ञा प्रयुक्त होने पर इनका व्यवहार केवल दो ही व्यक्तियों या वस्तुओं के लिए होता है, दो से अधिक के लिए कभी भी नहीं। दो से अधिक के लिए either के बदले anyone, neither के बदले none (not one), और both के बदले all का प्रयोग होता है, जैसे—

Either of the two pens will do

Neither of the two pens will do.

इस प्रकार के वाक्य नहीं लिख सकते—

Either of the three pens will do.

Neither of the three pens will do.

Both of the three pens will do.

एक से कुछ कर दे दे

Anyone of the three pens will do.

None (not one) of the three pens will do.

All the three pens will do.

Note इनके उद्देश्य यह है कि *anyone*, *none* तथा *all* का प्रयोग दो से अधिक के लिए होता है।

EXERCISE

Q *Correct the following sentences—*

(a) Gold, silver and copper— either will do. (b) None of the two guests turned up (c) Answer anyone of the two questions. (d) Neither of the four books will do. (e) Either of the three careers will suit him. (f) None of my two pens writes well. (g) Anyone of the two men would be able to do this work.

Hints (a) anyone will do; (b) Neither of the two; (c) either of the two. (d) None of the four books. (e) Anyone of the three careers; (f) Neither of my two pens writes well; (g) Either of the two men.

Rule VI. Each and Everyone

Each का प्रयोग दो या दो से अधिक वस्तुओं के लिए होता है, पर *everyone* का प्रयोग दो से अधिक के लिए, दो के लिए नहीं, जैसे—

Each of the two guests came.

Each of the ten guests came.

Everyone of the ten guests came.

ये वाक्य सही हैं, क्योंकि यहाँ दो या दो से अधिक के लिए पहले दो वाक्यों में *each* का प्रयोग हुआ है, और दो से अधिक के लिए तीसरे वाक्य में *everyone* का। यदि ऐसा जिला जाय—*Everyone* of the two guests came, तो यह वाक्य सही हो जायगा, क्योंकि यहाँ केवल दो के लिए *everyone* का प्रयोग किया गया है। यहाँ *everyone* के बदले *each* का प्रयोग होना चाहिए।

Rule VII. Distributive and Singular Indefinite Pronouns

Rule (a)—Distributive Pronouns (*each, everyone, either and neither*) तथा Singular Indefinite Pronouns (*no one, nobody, anybody, anyone, someone and somebody*) के लिए Singular Pronouns और Masculine Gender का प्रयोग होता है जिसकी चर्चा Syntax में Agreement के सम्बन्ध में हो गयी है। ऐसा ही प्रयोग अच्छे लेखक करते हैं—

"It is almost impossible for anyone to secure a correct impression of his own personal appearance or of the features of anyone in whom he is personally interested."

—J. A. RICHARDS.

Rule (b)—यदि Distributive Pronouns (*each, everyone, either*

and neither) के बाद Feminine Gender के Noun का प्रयोग हो तो Singular Feminine Gender के Pronoun का प्रयोग होना चाहिए, Masculine का नहीं, जैसे—

Neither of the two sisters has paid her tuition fees.
Neither of the two women has a choice of her own.
Either of the two wives is dominated by her husband.
Each of the two girls has prepared a dress for herself.
Everyone of the women has a taste of her own.

इन वाक्यों में neither, either, each तथा everyone के लिए Feminine Gender के Pronouns आये हैं, जो शुद्ध हैं; क्योंकि इनके बाद Feminine Nouns क्रमशः sisters, women, wives, girls और women का प्रयोग हुआ है जो स्पष्ट रूप से यह बताता है कि ये Distributive Pronouns Feminine Gender में हैं। यदि इन Feminine Nouns के बदले Plural Pronouns (us, you या them) या Masculine Gender के Nouns आते, तो यहाँ Singular Masculine Gender के Pronouns का प्रयोग होता, जैसे—

Neither of them has done his duty.
Neither of the boys has done his duty.

Rule (c)—One एक ऐसा Singular Indefinite Pronoun है जिसके लिए सदा one, one's या oneself का प्रयोग होता है, he, his, him, himself इत्यादि का नहीं, जैसे—

One must do one's duty.
One must love one's country.

यहाँ one's के बदले his का प्रयोग अशुद्ध होता। इसलिए ये वाक्य अशुद्ध हैं—

One must take care of his health.
One should love not only himself but also others.

यहाँ क्रमशः one's और oneself का प्रयोग होना चाहिए। देखिए, इस नियम का कितना बड़ा उल्लंघन हुआ है—

"One who jumps up and flourishes his toes three times, before he comes to the ground, may have three hundred a year."

—OLIVER GOLDSMITH

"One should, therefore, be careful not to make himself obnoxious to others."

—THE SEARCHLIGHT; March 12, 1957

इन वाक्यों में क्रमशः one's, one तथा oneself का प्रयोग होना चाहिए, क्योंकि अच्छे लेखक इस नियम का पालन सावधानी से करते हैं—

"But even when one is fully informed about Mr. Pound's allusions, one's recognition has no significant effect."

—F. R. LEAVIS

EXERCISE

Q. Correct the following sentences—

(a) Everyone of the students have paid their tuition fees. (b) Everyone

of the two alternatives is equally painful. (c) None should oppress their neighbours. (d) Neither of the two wives looks after his domestic affairs. (e) Each of the two sisters has a separate room of his own. (f) Neither of the two sons love their father. (g) Either of the two daughters loves their mother. (h) One must not be blind to his own defects. (i) One can rise in life only when he puts for his best not only for himself and his family but also for others. (j) Nobody should lose heart when they are in the teeth of difficulties. (k) Everybody should mind their own business.

Hints—(a) has his; (b) each; (c) his, (d) her; (e) her; (f) his; (g) he; (h) one's own, (i) when one puts forth one's best not only for oneself and one's family; (j) he is, (k) his own.

Rule VIII. 'And' and the Number of Pronouns

Rule (a)—यदि and से जुड़े Singular Nouns से एक ही व्यक्ति वा वस्तु का बोध हो, तो उनके लिए Singular Pronoun का प्रयोग होता है, जैसे—

The Principal and Secretary has tendered *his* resignation.

The Magistrate and Collector has prepared *his* statement.

The scientist and thinker has expressed *himself* against the use of atom bombs.

इन वाक्यों में the Principal and Secretary, the Magistrate and Collector तथा the scientist and thinker के लिए Singular Pronoun का प्रयोग हुआ है, जो ग़ुड़ है, क्योंकि इनमें एक ही व्यक्ति का बोध होता है। यहाँ *his* और *himself* के बहने क्रमशः *their* और *themselves* का प्रयोग अनुचित होता।

Rule (b)—यदि and से जुड़े Nouns के बहने *each* वा *every* आये तो इनके लिए Singular Pronoun का प्रयोग होना चाहिए, जैसे—

Every boy and girl did *his or her* best to win the match.

Each man and each woman should *try* to help *his or her* fellow beings.

इन वाक्यों में Singular Pronouns का प्रयोग ग़ुड़ है, क्योंकि and से जुड़े Nouns के बहने *each* वा *every* का प्रयोग हुआ है। यहाँ *their* का प्रयोग अग़ुड़ होता।

EXERCISE

Q. Correct the following sentences—

(a) Ram and Shyam are very irregular in his habits. (b) The poet and critic have a soft corner in their heart for Shakespeare. (c) The poet and the thinker has expressed his views clearly. (d) Every man and every woman have their own tastes. (e) Every scientist and thinker have a duty towards their society.

Hints—(a) their habits, (b) has his heart; (c) have expressed their ; (d) has his or her, (e) has his society.

Rule IX Reflexive Pronouns and Case

Reflexive Pronouns का कर्ता ही कर्त्तव्य प्रयोग करना सर्वत्र भ्रम है। वाक्य के

नहीं कर सकते—

Myself will do it.

Himself and Hari tried but failed.

इनके शुद्ध रूप ये हैं—

I myself will do it.

He himself and Hari tried but failed.

Note—Reflexive Pronouns ये हैं—*myself, ourselves, yourself, yourselves, himself, herself, itself* and *themselves*, अथ *self, ourself* और *themselves* का प्रयोग कभी नहीं करें।

Rule X. 'As', 'Such', 'The same' and 'As/That'.

Rule (a)—यदि वाक्य में किसी Noun के पहले *such* या *as* आये, तो उस Noun के लिए *as* का प्रयोग होता है, *who, which* या *that* का नहीं, जैसे—

He is not such a good man as I expected.

As many questions as were set were answered.

यहाँ पहले वाक्य में *man* के पहले *such* आया है। इसलिए इसके लिए (*man* के लिए) pronoun 'as' का प्रयोग हुआ है। दूसरे वाक्य में *questions* के पहले *as* आया है। इसलिए इसके बाद *as* का प्रयोग हुआ है। आप ऐसे वाक्य नहीं लिखें—

He is not such a good man that I expected.

As many questions which were set were answered.

Rule (b)—यदि वाक्य में Nouns के पहले *the same* का प्रयोग हो, तो जैसे Nouns के लिए *as* या *that* का व्यवहार इस नियम के अनुसार होता है—Verb का प्रयोग करने पर *the same* के बाद *that* या *as* आता है, पर Verb के छिपे रहने पर *as*, जैसे—

This is the same pen that/as I bought yesterday.

This is the same pen as yours (is).

पहले वाक्य में *the same* के बाद Verb 'bought' आया है। इसलिए यहाँ *the same* के बाद *that* या *as* का प्रयोग हुआ है। दूसरे वाक्य में Verb (is) छिपा हुआ है। अतः इस वाक्य में *as* का प्रयोग हुआ है, *that* का नहीं। यहाँ *that* का प्रयोग अशुद्ध होता। इस सम्बन्ध में आचार्यों के बीच योद्धा मतभेद है। आप उनके विचारों पर ध्यान दें—

"The use of *that* or *as* is guided by the following rules—(1) When a verb is expressed after it, we generally use *that*. (2) When the verb is understood we always use *as*."

—J. C. NESFIELD

नेल्सफिल्ड साहब के अनुसार जब *the same* के बाद Verb आता है तो *that* का प्रयोग होता है, पर जब Verb छिपा रहता है तब *as* का, जैसे—

This is the same man that came yesterday.

This is not the same book as mine (is).

अन्य आचार्यों के मतानुसार दूसरे वाक्य में तो *as* ही का प्रयोग होना चाहिए, *that* का नहीं, पर पहले वाक्य में *that* के बदले *as* का प्रयोग भी हो सकता है। उनका विचार है

कि the same के बाद Verb के जाने पर that और as में से किसी भी एक का प्रयोग होना चाहिए, केवल that ही का नहीं, जैसे—

"Is this the same as, or the same that, or the same, you showed me before?" —THE OXFORD DICTIONARY

"This is the same time-table as you had last year. This is the same horse that won the race last year." —SOARES & MAZUMDAR

इन वाक्यों में the same के बाद Verb जाने पर as या that का प्रयोग ठीका नहीं है, जो ग़لط है। यह आश्चर्य नहीं है कि the same के बाद Verb जाने पर केवल that ही का प्रयोग हो। हाँ, यदि the same के बाद Verb नहीं आवे, तो as का ही प्रयोग होना चाहिए, that का नहीं, जैसे—

This is the same book as yours.

यहाँ that का प्रयोग नहीं हो सकता। अतः नेसफ़िल्ड मास्टर (Nesfield) के मत में थोड़ा संशोधन चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) There are many such men who do not care for others (b) We must not do such actions that may injure our country. (c) As many boys that came were marked present.

Hints—(a) as do not; (b) as may; (c) as came

Rule XI. Antecedent and the Case

Relative Pronoun के Antecedent को Possessive Case में नहीं रखना चाहिए। इन बातों को देखें—

These are the *Principal's* orders who must be obeyed.

I had the pleasure of *Ram's* company who is a delightful fellow.

पहले वाक्य में who का Antecedent *Principal's* है और दूसरे में *Ram's*, वे दोनों ही Possessive Case में हैं, जो अशुद्ध हैं। अब वाक्य की बनावट इस प्रकार करें—

These are the orders of the *Principal* who must be obeyed.

I had the pleasure of the company of *Ram* who is a delightful fellow.

Rule XII. 'And/But' and Relative Pronoun.

जब Relative Pronouns 'who' या 'which' के पहले and या but का प्रयोग (and who, but who, and which, but which) करके उन्हें अपने Antecedent से अलग नहीं करें—

"Do not separate the Relative Pronoun from its antecedent by 'and'."

—G. H. VALLINS

उदाहरण—It is a good book, and which should be read by all.

यहाँ Relative Pronoun 'which' है और इसका Antecedent है book. इन दोनों (Relative Pronoun और Antecedent) को 'and' के द्वारा अलग कर दिया गया है। अतः and का प्रयोग अशुद्ध है। एक उदाहरण और ले—

Ram is a good man *and* who is my friend.

यहाँ who के पहले and का प्रयोग करके Relative Pronoun 'who' और इसके Antecedent 'man' को अलग कर दिया गया है। इसलिए यहाँ and का प्रयोग अशुद्ध है। यदि इन दोनों वाक्य में and को हटा दें, तो ये शुद्ध हो जायेंगे।

Note—Relative Pronoun के बाद and या but का प्रयोग तब होता है जब वाक्य में एक से अधिक Relative Pronouns को जोड़ा जाता है, जैसे—

It is a book *which* is useful *and* *which* everybody should read.

इस वाक्य में and *which* का प्रयोग शुद्ध है, क्योंकि यहाँ and के द्वारा दो Relative Pronouns (which और which) का जोड़ा गया है। यदि यहाँ एक ही *which* का प्रयोग होता, तो and का प्रयोग अशुद्ध होता।

EXERCISE

Q. Correct the following sentences—

(a) I like Shaw's plays *who* was a good dramatist. (b) One likes to read Shakespeare's sonnets *who* was a great poet. (c) I have read your book *and* *which* is well-written. (d) He has bought a new house *and* *which* has cost him Rs. 5000/-.

Hints—(a) the plays of Shaw, (b) the sonnets of Shakespeare; (c) book *which*; (d) house *which*.

Rule XIII. Who, Whose, Whom, Which, and That

Relative Pronoun 'which' का प्रयोग केवल वस्तु (thing) और जानवर (animals) के लिए होता है और *who* तथा *whom* का केवल व्यक्ति (person) के लिए। इसलिए *who* तथा *whom* का वस्तु या जानवर के लिए प्रयोग करना भूल है, जैसे—

This is the book *whom* I like much.

This is the house *who* was built last year.

यहाँ book और house के लिए ब्रह्मः *whom* और *who* का प्रयोग हुआ है, जो अशुद्ध है। यहाँ *that* या *which* का प्रयोग होना चाहिए।

Note—Relative Pronouns 'whose' तथा 'that' का प्रयोग व्यक्ति और वस्तु दोनों ही के लिए होता है।

EXERCISE

Q. Correct the following sentences—

(a) The dog *who* is here is mine. (b) The cat *whom* I bought last year is white. (c) The book *whom* I have written has been liked by many. (d) The school *who* was started last year is functioning well. (e) The boy *which* is here is wicked. (f) This is the house *whom* I built last year.

Hints—(a) *that* or *which*; (b) *that* or *which*; (c) *that* or *which*; (d) *that* or *which*; (e) *who* or *that*; (f) *that*.

Rule XIV. Compound Relative Pronouns

Compound Relative Pronouns, 'whoever', 'whichever' और 'whatever' का प्रयोग Interrogative Pronouns की भाँति परन्तु पूछने के लिए नहीं होना चाहिए, जैसे—

Whatever do you want ? Whoever is there ?

इन वाक्यों में क्रमशः what और who का प्रयोग होना चाहिए ।

Rule XV. 'Who', 'Whom' and the Case

यदि Relative Pronoun 'who' Subject का काम करे, तो उसे Nominative Case में who होना चाहिए और यदि वह Object का काम करे तो Objective Case में whom, जैसे—

I love those *who* love me.

I love those *whom* my friend loves.

यहाँ पहले वाक्य में 'who' Subject है, क्योंकि इसका Finite Verb 'love' है और इसलिए यहाँ इसे Nominative Case में रखा गया है—*who*,

दूसरे वाक्य में 'whom' Transitive Verb 'loves' का Object है और इसलिए यह Objective Case में है—*whom*.

कुछ वाक्य और लें—

Who are you speaking of ?

Are you sure *who* he really wanted to punish ?

Do you know *who* you are speaking to ?

It is those *whom* I was told were killed.

He is the only man *whom* I believe can help you.

यहाँ पहले वाक्य में 'who' Subject नहीं है, क्योंकि यहाँ Subject है *you* और इसका Verb है *are*. यहाँ जो Preposition (*of*) आया है उसी का Object है *who* और इसलिए *who* के बदले *whom* का प्रयोग होना चाहिए—*Whom* are you speaking of ?

दूसरे वाक्य में दो Clauses हैं । पहले Clause का Subject है *you* और दूसरे में *he* और इसलिए *who* यहाँ किसी Verb का Subject नहीं है । यह है Transitive Verb 'punish' का Object और इसलिए इसे Objective Case में रखना चाहिए—*Are you sure whom he really wanted to punish ?*

तीसरे वाक्य में भी *who* वाक्य का Subject नहीं है, क्योंकि यहाँ इन दो Clauses में 'you' Subject है जिसके Verb क्रमशः हैं *do* और *are*, इसलिए *who* वाक्य में Preposition 'to' का Object है । अतः इसे Objective Case में रखना चाहिए—*Do you know whom you are speaking to ?*

चौथे वाक्य में तीन Finite Verbs हैं—*is*, *was* और *were*, इनमें *is* और *was* के Subject क्रमशः *It* और *I* हैं । अब प्रश्न उठता है कि *were* का Subject कौन है ? यदि हम वाक्य के Clauses को अलग दिया जाए, तो स्पष्ट बन जायगा कि *were* का Subject 'whom' है और इसलिए इसे Nominative Case में रखा चाहिए.

Objective में नहीं। अतः यहाँ whom के बदले who होना चाहिए—It is those *who* I was told were killed.

अन्तिम वाक्य के तीन clauses हैं—(1) He is the only man; (2) I believe, (3) whom can help you. तीसरे clause के Verb 'can help' का Subject 'you' नहीं है, क्योंकि यह help का Object है। इससे यह स्पष्ट है कि whom ही इस Verb का Subject है और इसलिए इसे Nominative Case में रखना चाहिए—who can help you.

इन उदाहरणों से यह साफ मालूम होता है कि जब वाक्य में एक से अधिक clause रहते हैं तो who और whom के प्रयोग में विशेष कठिनाई होती है। इसलिए ऐसे वाक्यों में आप पहले उन सभी clauses को अलग कर लें और देखें कि उन clauses में जो Finite Verbs हैं उनके Subjects कौन-कौन हैं। इससे यह तुरत ही पता चल जायगा कि 'who' Subject है या Object. आप जानते हैं कि Object केवल Transitive Verb और Preposition के साथ आता है। इसलिए वाक्य में यदि Transitive Verb और Preposition का प्रयोग हो, तो वह भी देख लेना चाहिए कि who या whom Object है या नहीं। यदि वह किसी Transitive Verb या Preposition का Object हो, तो उसे Objective Case में रखना चाहिए—whom; पर यदि वह किसी Finite Verb का Subject हो, तो Nominative Case में—who.

EXERCISE

Q. Correct the following sentences—

(a) Who do you think, I love more? (b) He found in her a woman whom he thinks will make a good wife. (c) I don't remember whom it was (d) Shakespeare is a poet who, as is well-known, the world admires. (e) Who were you speaking of? (f) Whom do you think can do this work? (g) Who do you think I met? (h) Do you know who is there and who he wants to speak to? (i) Who are you awaiting and expecting? (j) I will discuss the matter with my friend whom I know is very sensible.

Hints—(a) whom; (b) who; (c) who; (d) whom; (e) whom; (f) who; (g) whom; (h) whom he wants...; (i) whom; (j) who.

Rule XVI. 'They/Them' as Antecedents

Relative Pronoun के Antecedent के लिए they या them के बदले 'those' का प्रयोग होता है; जैसे—

They who labour hard are rewarded.

I do not like *them* who are irregular in their duties.

यहाँ पर पहले वाक्य में Relative Pronoun (who) का Antecedent *they* है और दूसरे में *them*, जो असुद्ध है। इन दोनों ही वाक्यों में they और them के बदले those का प्रयोग होना चाहिए—

Those who labour hard are rewarded.

I do not like *those* who are irregular in their duties.

Rule XVII Possessive Pronoun and Noun

Possessive Pronouns के बाद जाने वाले Noun को दिया नहीं जा सकता।
जैसे—

Your letter of the 10th ultimo is to hand.

I will come to your house next morning.

यहाँ 'your' Possessive Pronoun है और इसलिए इसके बाद दोनों ही वाक्यों में Nouns (letter तथा house) का प्रयोग स्पष्ट रूप में किया गया है। यदि इन Nouns को इस प्रकार दिया है—

Yours of the 10th ultimo is to hand.

I will come to yours next morning, तो वे वाक्य अशुद्ध हो जायेंगे।

Note - यदि वाक्य में एक बार Noun या वाक्य, तो उसे Possessive Pronouns के बाद दिया देना शुद्ध है; जैसे—

If you come to my residence, I will go to yours.

इस वाक्य में Noun 'residence' का प्रयोग एक बार हो गया है। इसलिए इस Noun (residence) को Possessive Pronoun 'your' के बाद छिटाकर उसे yours कर दिया गया है। इसमें यह स्पष्ट है कि यदि Noun का प्रयोग वाक्य में पहले नहीं किया गया हो, तो निवमानुसार उसे Possessive Pronoun के बाद नहीं दिया जाना चाहिए जैसा कि ऊपर बतलाया गया है।

EXERCISE

Q. Correct the following sentences—

- (a) I shall see you at yours this evening. (b) He came to mine this morning.
(c) Yours of the 15th instant has been received. (d) I shall be at his by 2 p.m.

Hints— (a) at your house; (b) to my house; (c) your letter of; (d) at his house.

Rule XVIII. 'The same' as a Pronoun

The same का प्रयोग Pronoun की भाँति करना अच्छा नहीं समझा जाता, क्योंकि यह एक Adjective है। इन वाक्यों को देखें—

This is *the same* pen that I bought yesterday.

I gave him a pen and *the same* was returned to me.

यहाँ पहले वाक्य में the same का प्रयोग Adjective की भाँति हुआ है, क्योंकि वह pen का गुण बतलाता है। यह प्रयोग शुद्ध है। दूसरे वाक्य में the same का प्रयोग Pronoun की भाँति हुआ है, क्योंकि यहाँ यह pen के बदले में आया है। यह प्रयोग अनुचित है। एक वाक्य और लें—

Your letter of the 10th instant is to hand and I thank you for *the same*.

यहाँ भी the same का प्रयोग Pronoun की भाँति हुआ है क्योंकि यह letter के लिए आया है। आचार्यों का कहना है कि ऐसी अवस्था में the same के बदले साधारण

Pronouns 'it', 'this', 'they' इत्यादि का प्रयोग होना चाहिए। भाष्य उनके मत पर आता है—

"It (the same) has the peculiarity that it occurs chiefly in writing, not often in speech, and yet is avoided by all who have any skill in writing. As the working man puts on his Sunday clothes to be photographed, so the unlettered adorns himself with 'the same' when he is to appear in print; each seems bent on giving the worst possible impression of himself."

—FOWLER : MODERN ENGLISH USAGE

"The word 'same' must be regarded as an adjective—but never as a pronoun. This is thoroughly bad grammar. 'We thank you for your letter and in reply to the same. . . .' No, the writer is making 'same' to stand for 'letter' which it can never be. In reply to 'it' is the answer because 'it' is a pronoun and never anything else."

—WHITTAKER WILSON : ENGLISH GRAMMAR

इन सम्बन्ध में देना मना है कि the same का प्रयोग जो Pronoun की भाँति हो चला है उसे कानून और व्यापार (law and business) के क्षेत्र तक ही सीमित रखा जाय। अन्य क्षेत्रों में देना प्रयोग बुरा माना जाता है।

Rule XIX. Double Nominatives

यदि वाक्य में कितने Finite Verb का Subject कोई Noun या Pronoun हो, तो सभी Verb के लिए एक और अतिरिक्त Pronoun का प्रयोग करना ठीक नहीं; जैसे—

The man who is here he is my friend.

Dashrath, when his son was banished, he was filled with much sorrow.

यहाँ पहले वाक्य में दो clauses हैं—(i) The man is my friend; (ii) who is here.

पहले clause में is का Subject 'man' है और दूसरे का Subject 'who'. अतः यहाँ he का प्रयोग निरर्थक है और अशुद्ध भी।

दूसरे वाक्य में भी दो clauses हैं—(i) Dashrath was filled with much sorrow; (ii) when his son was banished. पहले clause में was का Subject है Dashrath और दूसरे में son. इसलिए यहाँ भी he का प्रयोग सर्वथा अनुचित है। भाष्य याद रखें कि ये हैं। Pronouns को Redundant Pronouns कहा जाता है, क्योंकि वाक्य में उनका कोई आवश्यकता नहीं रहती।

EXERCISE

Q. Correct the following sentences—

(a) The cows that are grazing in the field they are mine. (b) He who labours hard he is rewarded. (c) Those who kill time they are killed by time. (d) The boy who is here he is my brother. (e) The people of the world, when they heard of Gandhi's death, they were rudely shocked. (f) A man when he becomes old, he behaves very much like a child.

Hints—(a) The cows that—field are mine; (b) He who—bird is rewarded, (c) Those who—time are killed by time; (d) The boy who—brother is my brother, (e) The people—death were rudely shocked, (f) A man—child behaves—child.

Rule XX. Verb 'To be' & Pronoun and the Case

आवृत्त के नियमानुसार Verb 'To be' के बाद जाने वाला Pronoun उसी Case में रहना है जिस Case में Verb 'To be' के पहले जाने वाला Noun या Pronoun रखा है; जैसे—

It is he. It is I. This is she.

यहाँ पहले वाक्य में Verb 'To be' (is) के पहले It आया है जो Nominative Case में है। इसलिए is के बाद जाने वाला Pronoun भी Nominative Case में (he) है। दूसरे तथा तीसरे वाक्य में भी I और she जो Nominative Case में रखा गया है, क्योंकि इनके पहले क्रमशः 'it' और 'this' Nominative Case में हैं। अतः शुद्ध व्याकरण की दृष्टि से 'It is him', 'It is me', 'This is her' इत्यादि प्रकार के वाक्य अशुद्ध समझे जाते हैं।

Note (a)—भाषाकृत इस नियम के विरुद्ध ऐसे वाक्य लिखे और बोले जाते हैं जिनमें प्रयोग (usage) की दृष्टि से, शुद्ध माना जाता है—

It is me. This is her. This is him.

ऐसे प्रयोग के सम्बन्ध में इन विचारों पर ध्यान दें—

"Me is technically wrong in It wasn't me; the phrase being of its very nature colloquial, such a lapse is of no importance, and this is perhaps the only temptation to use me instead of I."

—FOWLER : MODERN ENGLISH USAGE

"It is reasonable to infer that subject and complement should both have the same, that is, the subject form. But the fact remains that few people would say or write It's I; This is he; That's she."

Usage, a little shamefacedly, admits, the object form to such expressions—It's me; This is him; That's her."

—G. H. VALLINS : GOOD ENGLISH

"This violation of grammatical law has been completely sanctioned by current usage."

—NORMAN LEWIS : WORD POWER

इस प्रकार, यह स्पष्ट है कि इन आचार्यों के मतानुसार It is me; This is me; This is him; That is her इत्यादि प्रकार के प्रयोग शुद्ध हैं, जिन्हें हम भी अपना लें।

Note (b)—हाँ, एक बात याद रखने की है और वह यह कि जब ऐसे वाक्यों के बाद कोई Relative Pronoun (who, which या that) आता है, तब Verb 'To be' के बाद सदा Nominative Case आता है, Objective नहीं; जैसे—

It was he who was really guilty.

It was him who was really guilty.

यहाँ पहले वाक्य में Verb 'To be' (was) के बाद he का प्रयोग हुआ है जो

Nominative Case में है, क्योंकि इसके बाद Relative Pronoun 'who' आया है। यदि वहाँ who नहीं आता, अर्थात् केवल It was he ही रहता तो he के बदले प्रयोगानुसार him का भी प्रयोग ग़ुड़ माना जाता; जैसे—

It was him.

पर who के आ जाने से him का प्रयोग नहीं हो सकता, क्योंकि वह व्याख्यान की दृष्टि से तो अगुड़ है ही, प्रयोग के भी विपरीत है। अतः वह वाक्य अगुड़ है। इसलिए अब प्रायः हमें कि Verb 'To be' (is, was आदि) के बाद एक Pronoun आता है और वाक्य उसके बाद समाप्त हो जाता है, तब वहाँ एक Pronoun को Nominative या Objective किसी भी Case में रखें; जैसे—

It is I. It is me.

ये दोनों ही प्रयोग ग़ुड़ माने जायेंगे, पर यदि Verb 'To be' के आने वाले Pronoun के बाद who या that का प्रयोग हो, या एक Pronoun को यदा Nominative Case में रखें, जैसे—

It is he who is to blame.

यदि वाक्य केवल It is he ही रहता, तो वहाँ he के बदले him भी ग़ुड़ माना जाता, पर who के आ जाने से वहाँ him का प्रयोग अगुड़ समझा जाएगा।

Note (c)—यदि Verb 'To be' के पहले आने वाले Noun या Pronoun Objective Case में हो, तो इसके बाद आने वाले Noun या Pronoun को भी Objective Case में हो रहना चाहिए, Nominative में नहीं; जैसे—

I know the man to be him.

यहाँ Verb 'To be' के पहले man आया है जो Transitive Verb (know) का Object है। इसलिए निश्चयानुसार और प्रयोगानुसार भी Verb 'To be' के बाद आने वाले Pronoun (him) को Objective Case में रहना चाहिए, जो वहाँ है। इसलिए वह वाक्य ग़ुड़ है। वहाँ him के बदले he का प्रयोग (किसी भी दृष्टि से)—व्याख्यान या प्रयोग की दृष्टि से—रखिन नहीं। एक उदाहरण और लें—

I knew it to be him.

यहाँ भी him के बदले he का प्रयोग अगुड़ होगा, क्योंकि Verb 'To be' के पहले आने वाला Pronoun (it) Objective Case में है।

EXERCISE

Q Correct the following sentences—

(a) It is me who is guilty. (b) It was them who were to blame. (c) I found it to be he. (d) I guessed the woman to be she. (e) We know it to be she. (f) We thought the actress to be she.

Hints: (a) I who am, (b) they who, (c) him; (d) her; (e) her; (f) her.

REFRESHER COURSE I

Correct the following sentences—

1 He came with Mohan and myself.

2. Ram and myself will work together.
3. Myself found him stealing.
4. I am not one of those who believe everything I hear.
5. It is meant for you and myself
6. I, you and he will go soon
7. It's me who have helped you.
8. I am as good as him.
9. I answered more questions than him.
10. It is strictly between he and I
11. I help everyone of my sons in their studies.
12. Is she taller than either of her three sisters?
13. The student who you praised so highly, has failed.
14. I do not know whom they are.
15. Everyone of them think that they are right.
16. One shouldn't be proud of his wealth.
17. Either of the five books will serve the purpose.
18. I am one of those who says what I feel.
19. None of the two books will do.
20. Whom do you think is the oldest of the two?
21. Someone gave me this letter but I don't remember whom.
22. It is him who I know full well.
23. The dog who is here it is mine.
24. She told you and I that herself will do the work.
25. He is a man whom I believe is honest.
26. I don't know who I should blame.
27. He is not such a man who can help me.
28. Neither of the eleven players turned up.
29. He who has come late, let him suffer.
30. Your watch is better than that of mine.

Hints— 1. and I; 2. and I myself; 3. I myself, 4. they hear; 5. and me; 6. You, he and I; 7. It is I; 8. as he; 9. than he; 10. him and me; 11. his studies; 12. tallest of her three sisters; 13. whom you; 14. who they; 15. thinks that he is right; 16. one's wealth; 17. Anyone of; 18. who say what they; 19. Neither of; 20. who..... ..the oldest; 21. remember who; 22. he whom; 23. which/that is here is mine; 24. you and me that she herself would; 25. the man who; 26. whom; 27. as can; 28. None of; 29. He late should suffer; 30. than mine.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. Each of us have our own problems.
2. One mus take care of his health.
3. Let you and I do it together.
4. I am the person who have started this work.
5. He is one of the greatest poet who has ever lived.
6. None of the two brothers came.

7. It was me who caught the thief.
 8. I am not one of they who criticise everything I come across
 9. I have read Plato's writings, who was a great philosopher
 10. I did not read either of the five books.
 11. You are the man who wish to help all.
 12. I have received a letter and replied to the same
 13. The magistrate and collector have tendered their resignation
 14. He and I are doing their duty well.
 15. He, I and you will work together
 16. One who labours he succeeds
 17. He does not love her wife.
 18. Does she love his husband ?
-

PREPOSITIONS

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your results with the key given overleaf—

1. Candidates will be interviewed between 2 p.m. to 3 p.m.
2. It is strictly between you or I.
3. There is a treaty between the five great powers.
4. The whole property was divided between the three sons
5. I will come back after a week.
6. I am here since the last few days.
7. You must return before a week.
8. He insisted me to go there.
9. He succeeded to do this work.
10. Ram is confident to pass the examination this time.
11. We should prevent damage and theft of railway property.
12. He was afraid and alarmed at the sound.
13. None but he was called for interview.
14. I will go on leave since Monday.
15. She covered her face by a piece of cloth.
16. When I went in the garden, I saw a snake into a vase
17. I am in the Board of Studies.
18. He aims to be a great man.
19. She stopped between every stitch.
20. He came and sat besides his wife.

PREPOSITIONS

Preposition बहुत ही गहन विषय है, क्योंकि जहाँ हिन्दी में कारक की पाँच-सत्त विभक्तियों (का, से, में, पर इत्यादि) से काम चल जाता है, वहाँ अँगरेजी में सैकड़ों Prepositions की सहायता लेनी पड़ती है। आप जानते हैं कि हिन्दी के एक 'से' के लिए अँगरेजी में with, by, from, for, since इत्यादि अनेक Prepositions हैं। जहाँ 'से' का अनुवाद with होना है, तो वहाँ by और यदि since या for का प्रयोग करना हो, तो एक अजीब आफत आ जाती है। यही कारण है कि Prepositions के प्रयोग में इतनी गलतियाँ हो जाती हैं। पर याद रखें कि Prepositions का शुद्ध प्रयोग नहीं जानने पर आप अँगरेजी भाषा का रसास्वादन नहीं कर सकते। इसलिए आप इनके प्रयोग पर ध्यान दें—

Rule I. Between

Rule (a)—Between के बाद जब दो Nouns या Pronouns आते हैं तो वे and से संयुक्त रहते हैं, or या to के द्वारा नहीं; जैसे—

Please see me *between* 2 p.m. *and* 3 p.m.

You have to choose *between* death *and* disgrace.

One has to choose *between* this *and* that.

यदि इन वाक्यों में and के बदले or या to का प्रयोग होता तो पसंकर भूल होती।

देखिए, इस वाक्य में लेखक ने ऐसी ही भूल की है—

"The choice before the two countries lay between a closer union negotiated on equal terms or the severance of the existing connection."

—G. M. TREVELYAN

इन वाक्यों में or के बदले and का प्रयोग होना चाहिए।

Rule (b)—Between के बाद कोई एक Plural Noun या Pronoun आता है या दो Nouns या Pronouns आते हैं जो and से जोड़े रहते हैं, पर इनके (between) बाद Distributive 'each' या 'every' का प्रयोग नहीं हो सकता; जैसे—

He is between *two horns* of a dilemma.

I am between *two perils*.

He is between the *devil and* the deep sea.

परन्तु और दूसरे वाक्यों में between के बाद Plural Nouns वगैरह: 'two horns' और 'two perils' आते हैं। तीसरे में between के बाद दो Nouns devil और sea आते हैं, जो and से जोड़े गये हैं। ये दोनो ही प्रयोग शुद्ध हैं; पर ये वाक्य अट्टम हैं—

There is rivalry between *each* boy.

The batsman blew a whistle between *every* ball.

PREPOSITIONS

Preposition बहुत ही गहन विषय है, क्योंकि जहाँ हिन्दी में कारक की पाँच-सात विभक्तियों (का, से, में, पर इत्यादि) से काम चल जाता है, वहाँ अँगरेजी में सैकड़ों Prepositions की सहायता लेनी पड़ती है। आप जानते हैं कि हिन्दी के एक 'से' के लिए अँगरेजी में with, by, from, for, since इत्यादि अनेक Prepositions हैं। कहीं 'से' का अनुवाद with होता है, तो कहीं by और यदि since या for का प्रयोग करना हो, तो एक अजीब आफत आ जाती है। यही कारण है कि Prepositions के प्रयोग में इतनी गलतियाँ हो जाती हैं। पर बाद रखें कि Prepositions का शुद्ध प्रयोग नहीं जानने पर आप अँगरेजी भाषा का रसास्वादन नहीं कर सकते। इसलिए आप इनके प्रयोग पर ध्यान दें—

Rule I. Between

Rule (a)—Between के बाद जब दो Nouns या Pronouns आते हैं तो वे and से संयुक्त रहते हैं, or या to के द्वारा नहीं; जैसे—

Please see me *between* 2 p.m. *and* 3 p.m.

You have to choose *between* death *and* disgrace.

One has to choose *between* this *and* that.

यदि इन वाक्यों में and के बदले or या to का प्रयोग होता तो भयंकर भूल होती।

देखिए, इस वाक्य में शेख ने ऐसी ही भूल की है—

"The choice before the two countries lay *between* a closer union negotiated on equal terms or the severance of the existing connection."

—G. M. TREVELYAN

इन वाक्य में or के बदले and का प्रयोग होना चाहिए।

Rule (b)—Between के बाद कोई एक Plural Noun या Pronoun आता है या दो Nouns या Pronouns आते हैं जो and से जोड़े रहते हैं; पर इसके (between) बाद Distributive 'each' या 'every' का प्रयोग नहीं हो सकता; जैसे—

He is *between* two horns of a dilemma.

I am *between* two perils.

He is *between* the devil *and* the deep sea.

पहले और दूसरे वाक्य में between के बाद Plural Nouns क्रमशः 'two horns' और 'two perils' आये हैं। तीसरे में between के बाद दो Nouns devil और sea आये हैं, जो and से जोड़े गये हैं। ये दोनों ही प्रयोग शुद्ध हैं; पर ये वाक्य अशुद्ध हैं—

There is rivalry *between* each boy.

The batsman blew a whistle *between* every ball.

मेमफिल्ड साहब का भी ऐसा ही मत है—

"But between can be used for more than two things or persons to denote some reciprocal action or relation."

—NESFIELD : ERRORS IN ENGLISH COMPOSITION

There is a treaty *between* the five great powers.

Our choice lies *between* these four candidates.

There is not much space *between* the three points.

इन वाक्यों में among का प्रयोग उचित नहीं होता, क्योंकि यहाँ परम्पर सम्बन्ध का बोध होता है।

Rule III. Among and Amongst

दोनों के प्रयोग में बहुत अन्तर नहीं है, पर यह अवश्य कहा जा सकता है कि among का प्रयोग amongst से अधिक होता है। साधारण प्रयोग के लिए आप इस नियम को याद रखें—among या amongst के बाद यदि the आये, तो किसी भी एक का प्रयोग कर सकते हैं; पर यदि उसके बाद vowel आये, तो amongst का प्रयोग करना चाहिए—

amongst the men; among the men; amongst us.

जैसा कि महान् आचार्य ने कहा है—

"It may be said with some confidence that (i) among is the normal word, (ii) amongst is more usual before vowels, but (iii) before the . . . the two forms are used quite indifferently."

—FOWLER

Rule IV. Beside and Besides

Beside का अर्थ होता है, 'बगल में', 'समीप' या 'बाहर'—by the side of या outside; पर besides का अर्थ है 'अतिरिक्त' (in addition to), जैसे—

There is a river *beside* my residence.

Your argument is *beside* the point.

Besides English, he knows many other languages.

अब इन वाक्यों को देखें—

He sat *besides* me.

Your answer is *besides* the point.

Beside a pen, he has a watch.

यहाँ परते दो वाक्यों में beside का और तीसरे में besides का प्रयोग होना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) The entire property was divided between his five sons. (b) You have to choose among these two evils. (c) Please distribute these prizes between these three boys. (d) He came and sat besides his wife. (e) Beside my father and mother, my brother also came. (f) Beside giving me advice he gives me practical help. (g) There is a treaty of friendship among all the five great powers. (h) Distinguish among artistic, artful and artificial.

Hints—(a) among; (b) between; (c) among; (d) beside; (e) besides; (f) besides; (g) between; (h) between.

Rule V. With and By

इन दोनों ही का अर्थ 'से' या 'द्वारा' होता है, पर अन्तर यह है कि *with* का प्रयोग निर्वर्तक वस्तु (*instrument with which a thing is done*) के साथ होता है, और *by* का प्रयोग सजीव कारककर्ता (*agent या doer*) के साथ; जैसे—

Mohan was beaten *by* his teacher *with* a cane.

I write *with* a pen.

It was written *by* me.

यहाँ *by* के बदले *with* और *with* के बदले *by* का प्रयोग अनुचित होता।

Rule VI. In and After

'बाद' (*after the lapse of*) के अर्थ में *Period of Time* रहने पर वाक्य में *Future Tense* के साथ *in* का प्रयोग होता है, *after* का नहीं; जैसे—

He will come *in* a week (एक सप्ताह के बाद आवेगा);

यहाँ *after* का प्रयोग अशुद्ध होता। इसलिए—

He will come *after* a month.

I will see him *after* a few days.

He will see me *after* a week—यहाँ *after* के बदले *in* का प्रयोग होना चाहिए।

Note—*After* का प्रयोग *Past Tense* के साथ होता है; जैसे—

He came *after* a week.

यदि वाक्य में *Point of Time* (*Period of Time* नहीं) रहे, तो *Future Tense* के साथ भी *after* का प्रयोग हो सकता है; जैसे—

I will see you *after* the sixth period.

I will see you *after* you come back.

Rule VII. In and Within

In से 'बाद' का बोध होता है, पर *within* से 'परते' का; जैसे—

He will come *in* a week. (एक सप्ताह के बाद)

He will come *within* a week. (एक सप्ताह के परते)

Rule VIII. At and In

इन दोनों का अर्थ 'में' होता है, पर *at* का प्रयोग छोटे स्थान या समय के साथ होता है और *in* का बड़े स्थान या समय के साथ; जैसे—

He lives *at* home.

He lives *in* India.

He arrived *in* the country.

He will come *at* 5 o'clock *in* the morning.

Rule IX. In and Into

इन दोनों का अर्थ होता है 'में', पर बाहर से भीतर को ओर गति का बोध कराने के लिए into का प्रयोग होता है, और जब कोई अणु साधारण अवस्था में रहती है तो in का; जैसे—

I am *in* my library.

I entered *into* my library

यहाँ in के बदले into और into के बदले in का प्रयोग उचित नहीं होता।

EXERCISE.

Q. Correct the following sentences—

(a) He is *in* his garden. (b) I shall be free after a week. (c) I shall go at Monday on 5 o'clock (d) The lion was shot with me by a rifle (e) A woman covers her face by a piece of cloth (f) The boy was beaten by a cane (g) A thief entered in my room

Hints— (a) in, (b) in, (c) on Monday at 5 o'clock, (d) by me with a rifle, (e) with; (f) with, (g) into

Rule X. On and At

समय का बोध कराने के लिए on का प्रयोग खास दिन (day) वा तिथि (date) के पहले होता है, पर at का घंटे (hour) के पहले; जैसे—

I will start *on* Monday.

I will start *on* the 2nd June.

I will start *at* 5 o'clock.

यहाँ पहले दो वाक्यों में at का और तीसरे में on का प्रयोग अशुद्ध होगा।

Rule XI. In and On

किसी स्थान पर साधारण अवस्था वा स्थिति में रहने का बोध कराने के लिए in का प्रयोग होता है, और कहीं विशेष रूप से आधिकारिक स्थिति में रहने का बोध कराने के लिए on का; जैसे—

He is *in* the room.

He is *on* the Committee.

I am *on* the Board of Studies.

यहाँ पहले वाक्य में on का और अन्तिम दो में in का प्रयोग नहीं होना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) You are *in* the Board of Directors. (b) I am *in* the Peace Committee. (c) I will go at Tuesday on 4 o'clock.

Hints—(a) on; (b) on, (c) on Tuesday at 4 o'clock.

Rule XII. By/Before and Within

इनका अर्थ 'पहले' होता है, पर अन्तर यह है कि *by/before* का प्रयोग Point of Time के साथ होता है, पर *within* का Period of Time के साथ; जैसे—

I shall go *before* (or *by*) Monday next.

I will start *before* (or *by*) 6 o'clock.

I will see him *within* a week.

यहाँ पहले दो वाक्यों में *within* और अन्तिम में *before* का प्रयोग प्रशुद्ध होगा।

Rule XIII. For and Since

इन दोनों ही का अर्थ 'से' होता है, पर इनके प्रयोग में अन्तर यह है कि '*for*' Period of Time के साथ आता है, पर '*since*' Point of Time के साथ; जैसे—

I have not met him *for* the last *one* week.

He has not seen me *for* several days.

I have been busy *since* Monday.

He has been suffering from fever *since* January.

यहाँ पहले दो वाक्यों में Period of Time (one week, several days) के साथ *for* आता है और अन्तिम दो वाक्यों में Point of Time (Monday, January) के साथ *since*, जो शुद्ध है। Adverb के अन्वय में *for* तथा *since* पर विशेष ध्यान देना चाहिए। उभे प्रत्यय पढ़ लें।

Rule XIV. Since and From

इन दोनों ही का अर्थ 'से' होता है और इनका प्रयोग Point of Time के साथ होता है, पर इनमें अन्तर यह है कि *since* का प्रयोग केवल Past Time (भूतकाल) बनाने के लिए होता है और इसलिये वाक्य में Present/Past Perfect या Perfect Continuous Tense का प्रयोग होता है, पर *from* का प्रयोग सभी Tense में होता है। अतः *since* का प्रयोग Future Tense के साथ करना प्रशुद्ध है। उदाहरण—

He has been ill *since* Tuesday.

He will be absent *from* Tuesday

He was absent *from* Tuesday to Thursday.

वे सभी वाक्य शुद्ध हैं, पर He will be absent *since* Tuesday प्रशुद्ध है।

EXERCISE

Q Correct the following sentences—

- (a) You must return *before* a week. (b) It will be done *before* two hours. (c) He is absent *since* Monday. (d) He has been ill *since* a week. (e) He ~~will~~ be absent *since* Monday. (f) I have not seen him *since* several days. (g) I shall come back *before* a month.

Answers— (a) *within*, (b) *within*, (c) *has been absent*, (d) *for* a week, (e) *from*, (f) *for* several days, (g) *within* a month

Rule XV. Preposition and Gerund

कुछ ऐसे Verbs और Adjectives हैं जिनके बाद Infinitive (Verb के पहले to लगा हुआ) कभी नहीं आता। ऐसी अवस्था में Infinitive के बदले Preposition आता है और Preposition के बाद सदा Gerund (Verb में ing लगा हुआ) आता है। ये हैं—

abstain from, aim at, assist in, bent on, confident of, debar from, desirous of, desist from, despair of, disqualified from, dissuade (one) from, excel in, excuse for, fortunate in, hinder (one) from, hopeful of, insist on, intend on, meditate on, negligent in, passion for, persevere in, persist in, prevent from, (to take) pride in, prohibit (one) from, proud of, refrain from, repent of, succeed in, successful in, think of.

आप इस सूची की सहायता से याद रखें कि किस Verb या Adjective के बाद कौन उपयुक्त Preposition आता है और तब इन Prepositions के बाद Gerund का प्रयोग अवश्य करें। बहुत-से लोग इन Verbs या Adjectives के बाद Preposition का प्रयोग करने के बन्धे Infinitive का प्रयोग कर देते हैं, जो निस्सन्देह अशुद्ध है। इन वाक्यों को देखें—

He prevented me *to do* it.

He refrains *to do* it.

He is disqualified *to appear* at the examination.

I am desirous *to go*.

I am hopeful *to pass*.

He persists *to do* so.

इन वाक्यों में Infinitive का प्रयोग अशुद्ध है। आप उपयुक्त Preposition का प्रयोग करें और उसके बाद Gerund का, जैसे—

He prevented me *from doing* it.

He refrains *from doing* it.

He is disqualified *from appearing* at the examination.

I am desirous *of going*.

I am hopeful *of passing*.

He persists *in doing* so.

Note—Aim के बाद Preposition और Preposition के बाद Gerund का प्रयोग करने के बदले Infinitive का प्रयोग आमतौर पर काफी बल पड़ा है जो एक अमेरिकी प्रयोग (American usage) है। शुद्ध अंगरेजी प्रयोग (British idiom) के अनुसार aim at होना चाहिए aim to नहीं, जैसा कि महात्मा व्याकरणाचार्य का विचार है—

“The Verb in the metaphorical sense of purpose or design or endeavour is idiomatically followed by at with the gerund and not by to with the infinitive And the infinitive construction, though not good British, appears to be good American, since it is certainly a favourite with Emerson”

—FOWLER : MODERN ENGLISH USAGE

मेरे जानने aim के बाद Infinitive का प्रयोग (aim to) अब केवल अमेरिका तक सीमित नहीं रह गया है। अँगरेजी के महान् लेखकों ने भी इसको अपना लिया है। F. LEAVIS और T. S. ELIOT साहब ने भी aim to be और aim to return आदि प्रयोग किये हैं—

"Our second danger is to associate tradition with the immoral to think of it as something hostile to all change; to aim to return some previous condition which we imagine as having been capable preservation in perpetuity, instead of aiming to stimulate the life which produced that condition in its time.

—T. S. ELIOT

Fowler साहब तथा अन्य आचार्यों के अनुसार भी यहाँ aim to return के बजाय aiming at returning और aim to stimulate के बजाये aiming at stimulating होना चाहिए। मेरी समझ में इस प्रयोग को अब Americanism कहकर रद्द देना उचित नहीं अब अँगरेजी के महान् लेखकों ने इसे अपनाया है और साहित्य में इसे सम्मानपूर्वक स्थापित किया है, तो उचित यह है कि व्याकरण भी इसे ग्रहण कर ले, क्योंकि व्याकरण और प्रयोग के बीच जितना अन्तर बढ़ता है वह उस भाषा के लिए उतना ही हानिकारक सिद्ध होता है। फिर भी यह तो मानना ही पड़ेगा कि aim के बाद Gerund का प्रयोग Infinitive से अधिक अच्छा है और प्रयोग में भी अधिकतर यही मिलता है।

EXERCISE

Q. Correct the following sentences—

- (a) Who can prevent me to go there? (b) Would you assist me to do it?
 (c) He is bent to ruin himself. (d) Ram is confident to win. (e) I cannot hinder you to go there. (f) He is negligent to attend the class. (g) I am proud to have a friend like you. (h) He repented to do it. (i) He succeeded to do this work. (j) I have a passion to learn new things. (k) I prohibited him to do that work. (l) I insisted him to leave the place.

Hints—(a) from going; (b) in doing; (c) on ruining; (d) of winning; (e) from going; (f) in attending; (g) of having; (h) of going; (i) in doing; (j) for learning; (k) from doing; (l) insisted on his leaving.

Rule XVI. Ellipsis in Preposition

Preposition के सम्बन्ध में आप एक बात और याद रखें—वाक्य में दो या दो से अधिक शब्दों को जोड़ने पर उनके लिए एक ही Preposition का प्रयोग होता है, यदि वह Preposition उनमें से प्रत्येक शब्द के लिए उपयुक्त (Appropriate) हो, पर यदि वे ऐसे शब्द हों जिनमें से प्रत्येक के लिए वह उपयुक्त नहीं हो (एक के लिए उपयुक्त और दूसरे के लिए नहीं), तो आप प्रत्येक शब्द के बाद उपयुक्त Preposition का अलग-अलग प्रयोग करें, उन सबके लिए एक ही Preposition का नहीं। उदाहरण—

We should prevent *damage to* and *theft of* railway property.

यहाँ दो Nouns 'damage' और 'theft' को and से जोड़ा गया है। आप जानते हैं कि damage के बाद to आता है, पर theft के बाद of. इन दोनों शब्दों के लिए दो अलग-अलग उपयुक्त Preposition हैं। इसलिए इन दोनों ही Prepositions का प्रयोग किया गया है।

आप ऐसा नहीं लिख सकते—We should prevent damage and theft of railway property, क्योंकि वहाँ 'of' theft के लिए तो उपयुक्त है, पर damage के लिए नहीं। अब इस वाक्य को देखें—

He is not only hopeful but also confident of success.

यहाँ hopeful तथा confident दोनों ही के लिए एक Preposition 'of' का प्रयोग हुआ है, जो शुद्ध है, क्योंकि यह Preposition दोनों ही के लिए उपयुक्त है—of (hopeful + confident). एक-दो उदाहरण और लें—

He was neither ashamed nor sorry for his deeds.

He has interest and passion for sports.

ये दोनों वाक्य असुद्ध हैं। पहले वाक्य में एक ही Preposition 'for' का प्रयोग किया गया है जो sorry के लिए उपयुक्त है, पर ashamed के लिए नहीं, क्योंकि ashamed के बाद of आता है। यहाँ 'for' common factor नहीं है। इसलिए इस वाक्य की बनावट इस प्रकार की होनी चाहिए—

He was neither ashamed of nor sorry for his deeds.

दूसरे वाक्य में भी 'for' common factor नहीं है, क्योंकि interest के बाद in आता है, for नहीं। अतः इस वाक्य की बनावट इस प्रकार की होनी चाहिए—

He has interest in and passion for sports.

EXERCISE

Q. Correct the following sentences—

(a) Please listen and reflect on this matter. (b) He was afraid and alarmed at the sound. (c) I neither object nor approve of it. (d) Let 4 be added or subtracted from 8 (e) It added rather than detracted from its beauty

Hints—(a) listen to; (b) afraid of, (c) object to; (d) added to; (e) added to.

Rule XVII. Transitive Verb and Preposition

Transitive Verb के साथ Preposition का प्रयोग नहीं होना चाहिए, जैसे—

The poet describes about nature.

He discussed on this problem.

इन वाक्यों में describes और discussed Transitive Verbs हैं। इसलिए पहले वाक्य में about और दूसरे में on का प्रयोग असुद्ध है। इन वाक्यों को बिना Preposition के इस प्रकार लिखना चाहिए—

The poet describes nature.

He discussed this problem.

EXERCISE

Q. Correct the following sentences—

(a) I asked from him a question. (b) A wife must love to her husband. (c) The conference discussed on the merits of the issue. (d) In these lines the poet has described about death. (e) I will investigate into the case (f) He forgot about me.

Hints—(a) asked him; (b) love her; (c) discussed the merits; (d) described death; (e) investigate the case; (f) forgot me.

Rule XVIII. Transitive Verb and Gerund

Avoid एक ऐसा Verb है जिसके बाद सदा Gerund आता है, Infinitive नहीं आता—

1. He avoids *going* there.
2. She avoids *seeing* me.

इन वाक्यों में Infinitive का प्रयोग इस प्रकार नहीं हो सकता—

1. He avoids to go there.
2. She avoids to see me.

Rule XIX. 'But' and the Case

But का अर्थ नर except होता है, तब इसका प्रयोग Conjunction और Proposition दोनों ही प्रकार से होता है और इसलिए इसके बाद Nominative और Objective दोनों में से किसी का भी प्रयोग शुद्ध होता है। हाँ, आधुनिक Modern English में but के बाद आने वाले Noun और Pronoun को Nominative Case में रखा जाता है, क्योंकि इसका प्रयोग Conjunction की भाँति हो रहा है। पर, इसका अर्थ यह नहीं कि but के बाद Noun और Pronoun को Objective Case में रचना करनी है। बल्कि, बोलचाल की भाषा में, और खास कर American usage के अनुसार but के बाद अधिकतर Objective Case का ही प्रयोग होता है। इन सम्बन्ध में अब इन विषयों पर ध्यान दें—

"In colloquial use 'me', 'us' etc. are more common after 'but' than 'I', 'we' etc. and are equally correct."

—THE SHORTER OXFORD DICTIONARY

"In Modern English the uses of 'but' followed by nouns and pronouns are regarded by most writers as conjunctive, although use as a preposition before pronouns is still prevalent in the spoken language, especially when the pronoun is in the final position."

—WEBSTER'S INTERNATIONAL DICTIONARY

"The answer is that but was originally a preposition meaning outside, but is now usually made a conjunction, the Subjective Case being preferred after it when admissible.... 'all but he had fled' emphasises the normal modern literary use, 'All but him' is used by those who either do not know or do not care whether it is right or not, and accordingly it is still good colloquial....." —FOWLER: MODERN ENGLISH USAGE

"Custom has sanctioned the ungrammatical phrase but he, but she, but they. But none need be afraid to say but him, but her, but them which would be far better grammar."

—NESFIELD: ERRORS IN ENGLISH COMPOSITION

एन सभी आचार्यों ने यह स्वीकार किया है कि *but* के बाद *Nominative* और *Objective* में से किसी भी एक का प्रयोग शुद्ध है—*but him* या *but he*. केवल इतना ही अन्तर है कि *but* के बाद *Nominative Case* (*but he*) आधुनिक साहित्यिक प्रयोग (*modern literary use*) है, क्योंकि अब *but* को अधिकतर *Conjunction* ही समझा जाता है और *but* के बाद *Objective Case* (*but him*) बोलचाल का प्रयोग (*colloquial*) है, क्योंकि कुछ लोग अभी भी *but* को *Preposition* ही मानते हैं। ये दोनों ही प्रयोग शुद्ध हैं, पर यदि शुद्ध आधुनिक व्याकरण की दृष्टि से देखा जाय तो *but* के बाद *Nominative Case* का प्रयोग *Objective Case* से अच्छा है; जैसा कि *FOWLER* साहब ने भी बताया है। *NESFIELD* साहब का विचार है कि *but him*, *but her* आदि *but he*, *but she* से अच्छे हैं, क्योंकि *but she*, *but he* आदि *ungrammatical* हैं। पर वास्तव में इनका यह विचार न तो युक्तिसंगत है और न आधुनिक ही, क्योंकि जैसा ऊपर कहा गया है, आतंकल *but* का प्रयोग अधिकतर *Conjunction* को भाँति हो चला है। मेरा तो विचार है कि आप *FOWLER* साहब के मतानुसार चले और *but him* तथा *but he* दोनों ही को शुद्ध मान लें, पहले को प्रयोग को दृष्टि से और दूसरे को आधुनिक व्याकरण की दृष्टि से। इन दोनों में अधिक अन्तर्द्वय कौन है, यह प्रश्न उठाना ठीक नहीं क्योंकि यहाँ एक बहुत बड़ा प्रश्न खड़ा हो सकता है कि व्याकरण और प्रयोग में अधिक अन्तर्द्वय या बड़ा कौन है। सबसे अच्छा विचार तो यह है कि व्याकरण और प्रयोग एक-दूसरे के पूरक हैं, शत्रु नहीं। इसी आधार पर आप इन दोनों ही वाक्यों को शुद्ध मानें—

All *but him* had fled away.

All *but he* had fled away.

Rule XIX. Some Appropriate Prepositions

| | |
|--|--|
| Abhorrence (hatred) <i>of</i> | Addicted (habituated in a bad sense) <i>to</i> |
| Abhorrent (hateful) <i>to</i> | Adequate (enough) <i>to</i> |
| Abide (act according to) <i>by</i> | Adhere (stick) <i>to</i> |
| Abound <i>with, in</i> | Adapted <i>to</i> |
| Absent <i>from</i> | Admit <i>of</i> |
| Absolved (excused) <i>of</i> | Adjacent (near) <i>to</i> |
| Absorbed (engaged) <i>in</i> | Adverse (unfavourable) <i>to</i> |
| Accede (comply with) <i>to</i> | Affection <i>for</i> |
| Acceptable <i>to</i> | Affectionate <i>of</i> |
| Access (approach) <i>to</i> | Affable <i>to</i> |
| Account (explain) <i>for</i> | Afraid <i>of</i> |
| Accountable (responsible) <i>to</i> | Agree <i>with</i> a person |
| Accustomed (habituated) <i>to</i> | Agree <i>to</i> a proposal |
| Acquainted (familiar with) <i>with</i> | Agreeable <i>to</i> |
| Acquiesce (agree) <i>in</i> | Akin (related) <i>to</i> |
| Acquit (declare not guilty) <i>of</i> | Alarmed (afraid) <i>at</i> |
| Accuse (charge) <i>of</i> | Alien (foreigner) <i>to</i> |
| Add <i>to</i> | |

| | |
|--|---|
| Alive (conscious) <i>to</i> | Clear <i>of</i> |
| Allegiance (loyalty) <i>to</i> | Cling (stick) <i>to</i> |
| Allotted <i>to</i> | Close <i>to</i> |
| Allude <i>to</i> | Clue (hint) <i>to</i> |
| Ambition <i>for</i> | Commend (recommend) <i>to</i> |
| Ambitious <i>of</i> | Comment (remark) <i>on</i> |
| Amount <i>to</i> | Commit <i>to</i> |
| Angry <i>with</i> (at a thing) | Common <i>to</i> |
| Annoyed (vexed) <i>with</i> | Compatible (consistent) <i>with</i> |
| Anxious <i>for, about</i> | Compete <i>with</i> |
| Apologise <i>to</i> (for something) | Competent <i>for</i> |
| Appeal <i>to</i> | Complain <i>to</i> (against a person) |
| Apply <i>to</i> (for something) | Comply <i>with</i> |
| Appropriate <i>to</i> | Congenial <i>to</i> |
| Apprised <i>of</i> | Conduce <i>to</i> |
| Aptitude (talent) <i>for</i> | Concur (agree) <i>with</i> a person |
| Ashamed <i>of</i> | Concur <i>in</i> an opinion or proposal |
| Aspire <i>to, after</i> | Confuse <i>with</i> |
| Ascribe <i>to</i> | Congratulate <i>on</i> |
| Assent (agree) <i>to</i> | Connect <i>with</i> |
| Associate <i>with</i> | Confined <i>to</i> |
| Assure <i>of</i> | Connive (overlook) <i>at</i> |
| Astonished <i>at</i> | Conscious <i>of</i> |
| Attached <i>to</i> | Consent <i>to</i> |
| Attributed <i>to</i> | Consist <i>of</i> (materials) |
| A veil oneself <i>of</i> | Consist <i>in</i> (facts) |
| Aversion (hatred) <i>to; Averse to</i> | Consult <i>with</i> a person |
| Bare (without, naked) <i>of</i> | Consult <i>about</i> something |
| Based <i>on</i> | Content <i>with</i> |
| Bestow (give) <i>on</i> | Contrary <i>to</i> |
| Beware (cautious) <i>of</i> | Contribute <i>to</i> |
| Bind <i>to</i> | Control (noun) <i>over</i> |
| Bristle (full) <i>with</i> | Convenient <i>to</i> |
| Brood (think) <i>over</i> | Convict (declare guilty) <i>of</i> |
| Busy <i>with</i> | Convinced <i>of</i> |
| Capable <i>of</i> | Cope (keep level) <i>with</i> |
| Caution <i>against</i> | Correspond (write) <i>with</i> |
| Careful <i>of</i> money | Correspond (agree) <i>to</i> |
| Careful <i>about</i> dress | Count <i>for</i> |
| Characteristic <i>of</i> | Crowned (rewarded) <i>with</i> |
| | Culminate <i>in</i> |

| | |
|---|--|
| Cure <i>of</i> | Divert (turn away) <i>from</i> |
| Cut <i>in, into</i> or <i>to</i> pieces | Dream <i>of</i> |
| Cut <i>in</i> half | Draw money <i>on</i> a bank |
| Dawn <i>on</i> | Dwell (speak or write in detail) <i>on</i> |
| Deal well or ill <i>by</i> a person | Eager <i>for</i> |
| Deal (trade) <i>in</i> | Eligible (qualified) <i>for</i> |
| Deal <i>with</i> a person <i>in</i> trade | Emerge (come out) <i>from</i> |
| Deal <i>with</i> a subject (write) | Employ <i>in</i> |
| Decide <i>upon</i> | Encroach (trespass) <i>on</i> |
| Delight <i>in</i> | Encumbered (burdened) <i>with</i> |
| Deficient (weak) <i>in</i> | Endear (make dear) <i>to</i> |
| Depend <i>on, upon</i> | Endowed (enriched) <i>with</i> |
| Deprive (take from) <i>of</i> | Engage <i>in</i> |
| Derive (get from) <i>from</i> | Enter <i>upon</i> a career |
| Desist <i>from</i> | Enter <i>into</i> plans |
| Despair <i>of</i> | Err (mistake) <i>on</i> the side <i>of</i> |
| Desire <i>for</i> | Envious <i>of</i> |
| Desirous <i>of</i> | Equal <i>to</i> |
| Destitute (devoid of) <i>of</i> | Equivalent (equal) <i>to</i> |
| Deter <i>from</i> | Escape <i>from</i> |
| Detract <i>from</i> | Essential <i>to</i> |
| Deviate (depart in bad sense) <i>from</i> | Estimated <i>at</i> |
| Devolve <i>upon</i> | Exception <i>to</i> |
| Devote <i>to</i> | Exchange one thing <i>for</i> another |
| Die <i>of</i> a disease | Exchange <i>with</i> a person |
| Die <i>from</i> some cause | Exclusive (excluding) <i>of</i> |
| Differ <i>with</i> a person | Exempt (free) <i>from</i> |
| Differ <i>from</i> anything | Explain <i>to</i> a person |
| Different <i>from</i> | Expect <i>of, from</i> |
| Diffident (not confident) <i>of</i> | Expert <i>in, at</i> |
| Dilate (enlarge) <i>on</i> | Exposed (unprotected) <i>to</i> |
| Discontented <i>with</i> | Fail <i>in</i> an attempt |
| Disdain (hatred) <i>for</i> | Fail <i>of</i> a purpose |
| Dispense <i>with</i> | Fall <i>in</i> love with a person |
| Dispose <i>of</i> | Fall (attack) <i>on</i> |
| Dissuade (discourage) <i>from</i> | Fall <i>into</i> a mistake |
| Distinguish <i>between</i> two things | Fall <i>in</i> with one's views |
| Distinguish one thing <i>from</i> another | Famous <i>for</i> |
| Due <i>to</i> | Feed (live by eating) <i>on</i> |
| | Feed (give food) <i>with</i> something |

| | |
|---------------------------------------|--|
| Feel <i>for</i> a person | Interest or interested <i>in</i> |
| Fertile <i>in</i> | Involved (entangled) <i>in</i> |
| Fill <i>with</i> anything | Invite a man <i>to</i> dinner |
| Fond <i>of</i> | Irrelevant (not to the point) <i>to</i> |
| Free of charges, <i>from</i> troubles | Irrespective (without considering) <i>of</i> |
| Furnished (supplied) <i>with</i> | Jest <i>at</i> |
| Glance <i>at</i> an object | Jealous <i>of</i> |
| Glance <i>over</i> a letter | Knock <i>at</i> a door |
| Glory (take pride) <i>in</i> | Knock <i>against</i> something |
| Grasp (hold fast) <i>at</i> | Know <i>of</i> |
| Grateful <i>to</i> | Lacking <i>in</i> |
| Guard <i>against</i> | Lament <i>for</i> |
| Guess <i>at</i> | Laugh <i>at</i> |
| Guilty <i>of</i> | Lean <i>against</i> a wall |
| Hanker (wish for) <i>after</i> | Lean <i>on</i> a stick |
| Hear <i>of</i> | Listen <i>to</i> |
| Heal <i>of</i> | Liable <i>to</i> |
| Hide <i>from</i> | Lost <i>in</i> |
| Hinge (depend) <i>on</i> | Marry one <i>to</i> another |
| Hint <i>at</i> | Match <i>for</i> |
| Hope <i>for</i> | Mindful <i>of</i> |
| Identify <i>with</i> | Mourn (be sad) <i>for</i> the dead |
| Ignorant <i>of</i> | Muse (think) <i>upon</i> |
| Impart <i>to</i> | Neglectful <i>of</i> |
| Import <i>into, from</i> | Object (dislike) <i>to</i> |
| Impose (lay on) <i>on</i> | Obstacle <i>to</i> |
| Indebted (obliged) <i>to</i> | Occur <i>to</i> one's mind |
| Inaccessible <i>to</i> | Offend <i>against</i> something |
| Inimical <i>to</i> | Operate <i>on</i> a person |
| Instinct <i>with</i> | Opposite <i>to</i> |
| Indigenous <i>to</i> | Owes <i>to</i> |
| Independent <i>of</i> | Part <i>with</i> (depart) |
| Indispensable (essential) <i>to</i> | Partake (share) <i>of</i> |
| Indicative <i>of</i> | Passion (strong desire) <i>for</i> |
| Indulge <i>in</i> | Prefer/Preferable <i>to</i> |
| Infer (conclude, deduce) <i>from</i> | Prepare (get ready) <i>for</i> |
| Inflict punishment on | Preside <i>at, over</i> |
| Innocent <i>of</i> | Peculiar <i>to</i> |
| Inquire <i>into</i> | Prevent <i>from</i> |
| Inspire (encourage) <i>with</i> | Preventive <i>of</i> |
| Interfere <i>with</i> | |

| | |
|--|--|
| (Take) pride <i>in</i> | Smell <i>of</i> |
| Proud <i>of</i> | Sneer (mock) <i>at</i> |
| Profit <i>by</i> | Snatch (take by force) <i>at</i> |
| Protest (object) <i>against</i> | Speak <i>of</i> a subject (in brief) |
| Protect <i>from</i> | Speak <i>on</i> a subject (at length) |
| Purge (clear) <i>of</i> | Stare (look attentively) <i>at</i> a person |
| Quake <i>with</i> | |
| Reflect (think) <i>on</i> | Stare <i>in</i> the face |
| Relate/Related <i>to</i> | Start <i>for</i> |
| Relieve <i>of</i> a duty | Stick <i>at</i> nothing |
| Relieve <i>from</i> doubts or anxieties | Stick <i>to</i> a point |
| | Stoop (bend) <i>to</i> |
| Rely (depend) <i>on</i> | Struggle <i>with</i> |
| Remind <i>of</i> | Subscribe <i>to</i> |
| Remarkable <i>for</i> | Substitute <i>for</i> |
| Repent <i>of</i> | Suffer <i>from</i> |
| Replete (full of) <i>with</i> | Sufficient <i>for</i> |
| Resemblance (similarity) <i>to</i> | Superior <i>to</i> |
| Restrain (prevent) <i>from</i> | Susceptible <i>to</i> |
| Restrict <i>to</i> | Suspect <i>of</i> |
| Revenge oneself <i>on</i> | Sympathise <i>with</i> |
| Revenge <i>for</i> something | Sympathy <i>for</i> |
| Revolt <i>against</i> | Teem <i>with</i> (full of) |
| Rob <i>of</i> | Testify <i>to</i> |
| Rule <i>over</i> | Tide <i>over</i> |
| Safeguard <i>against</i> | Tolerant <i>of</i> |
| Save <i>from</i> | Tremble <i>at</i> |
| Seek <i>after, for</i> | Trust <i>in</i> |
| Send <i>for</i> a doctor | Truthful <i>in</i> |
| Sensible (aware) <i>of</i> | Versed <i>in</i> |
| Set <i>about</i> (begin) | Void <i>of</i> |
| Shudder (tremble) <i>at</i> | Wanting (lacking) <i>in</i> |
| Side <i>with</i> a person | Yield (surrender) <i>to</i> |
| Similar <i>to</i> | |

EXERCISES WORKED OUT

[Exercises from Nesfield's Grammar]

(A)

I acquit you *of* all complicity in that crime; and hope you will be compensated *for* the annoyance entailed *upon* you *by* the groundless imputation.

I was horrified *at* the sight *of* so much distress.

He did not die *of* cholera but *from* the effects *of* over exposure *to* the sun *at* an unhealthy time *of* the year.

This shopkeeper deals *in* grain, but he did not deal honestly *by* me and I shall have no more dealings *with* him in future.

You will have to answer *to* me *for* your misconduct.

Forty students competed *with* one another *for* a single scholarship.

I must consult *with* you *on* that matter shortly.

Do not exult *offensively in* the victory you have won *over* your rival.

He is not possessed *of* much wisdom but possessed *with* a very high notion *of* his own importance.

Will you entrust me *with* that letter? No, I will entrust nothing *to* you.

Always be prepared *for* the worst.

That motive prevails *with* me.

I prevailed on him to make the attempt, but he could not prevail *over* his adversary.

I rejoiced not only *in* my own success, but also *at* yours.

We must provide *for* our children *against* the evil day.

Some men stick *to* their point.

Why do you stare me *in* the face? It is bad manners to stare *at* one in that manner.

The ship touched *at* Gibraltar.

He touched *upon* the subject *of* tides.

He supplied money *to* the men; and they supplied his horses *with* provender.

He could smile *at* their threats, for fortune continued to smile *on* him.

They proceeded *with* the business that they had commenced yesterday, before they proceeded *to* the consideration *of* any new questions.

Do not live *for* riches, but whatever you live *for*, live *by* honest labour; and if you have to live *on* a small income, live *within* your means.

He is labouring *under* a misapprehension, but he thinks he is labouring *on* a good cause and *for* the public welfare.

He once laid me *under* an obligation, and therefore, I am very unwilling to lay the blame *of* this affair *to* his charge.

He not only intruded *into* my house but *upon* my leisure, for I was engaged *at* that time *in* reading an interesting book.

The railways intersect *with* each other *at* this place.

Let me intercede *with* you *for* my friend.

I enquired *of* him *concerning* that matter.

He is impressed *with* that notion, and he desires to impress it *on* me.

(B)

The river *to* which I went *with* my brother abounds *in* fish; we took a boat and rowed *across* the stream *to* the opposite bank.

He promised to abide *by* the contract, and they relied *on* his honour *for* its fulfilment. But they were disappointed *of* their hopes, and found they could never trust their work *to* him again.

He lives *at* small cost, and he does so *by* abstaining *from* every kind of luxury and accustoming himself *to* humble fare such as is suitable *to* a person *of* small income.

The person who stood *before* the Judge yesterday was accused *of* throwing a stone *at* his neighbour's window, but nothing more came *of* the matter, and he was acquitted *of* the charge imputed *to* him.

A man *of* honour will adhere *to* his convictions, and act *from* a sense *of* duty, even if men rail *at* him and think him weak *of* understanding and wanting *in* commonsense.

The intentions *of* that man admit *of* no doubt; we must agree *to* his terms, whether we approve *of* them or not, and there is no reason to be anxious *about* the result.

Aim *at* doing your duty *at* all risks, and do not be uneasy *in* mind *about* the consequences.

He was much alarmed *at* what he had just heard, and alluded *to* it as soon as he arrived *at* my house and alighted *from* his carriage.

The ship stopped a little way *off* the shore and an experienced man was at once appointed *to* the post *of* pilot *for* bringing her *into* port.

He had a great affection *for* his parents, but he had no taste *for* hard work and was not attentive *to* his studies.

One man complained *to* the Magistrate *of* A's dishonesty; another brought a complaint against A *about* some debt; in fact, A has made many enemies *for* himself.

When you attend school, attend *to* your studies. What has been the cause *of* your idleness, hitherto? Surely there was no just cause *for* such laziness.

He took advantage *of* my ignorance; but he gained no real advantage *over* me *in* the end.

I am vexed *with* him *for* what he has done.

A man is adapted *for* any occupation which is adapted *to* his capacities.

I am annoyed *with* him *for* saying that; and I am not easily annoyed *at* trifles.

(C)

Whatever you decide *on* stick *to* it and do your best *under* difficulties.

I understand *from* all I hear that, though he despairs *of* success, nothing will deter him *from* his purpose.

I differ *with* you *at* the exact point *in* which dogs differ *from* wolves *in* shape or kind. But there is no difference *of* opinion *as* *to* their comparative fierceness.

He is so weak that all food disagrees *with* him. Care must be taken that he does not die *from* weakness.

He was deprived *of* that very thing *in* which he delighted most.

I depended *on* his coming *at* four o'clock; but *notwithstanding* all the hopes I had formed he deviated *from* his purpose and did nothing to defend me *from* injustice.

I disapprove *of* your way *of* working, and must, therefore, dispense *with* your services.

A blind man cannot distinguish light *from* darkness. Death does not distinguish *between* the rich and the poor.

I can divide this apple *between* two persons, but it is too small to be divided *among* forty; for it cannot be divided *into* forty parts.

When they had disposed *of* all their wares, there was a dispute *about* the profits, each man differing *with* the other.

Dissuade him *from* this folly, if you can; but I fear he is weak *in* his head *from* constant overwork and anxiety.

I will have nothing to do *with* a man who tries to domineer *over* everyone and cavils *at* everything which does not coincide *with* his own opinion.

More things are wrought *by* prayer than this world dreams *of*.

He dwells *among* a simple-minded people, *at* the Kalpi village, *in* the northern part *of* the district.

He dwelt *for* a long time *on* that subject but no one really knew what he was driving *at*.

The Magistrate's decision *on* that case was not *in* accordance with the evidence. We must appeal *to* a higher court, where perhaps this slur *on* our character will be removed.

He has an excellent appetite *for* his dinner; but no aspiration *for* anything higher.

The hill was veiled *in* a mist; and we were tired *of* waiting till the mist cleared *off*, besides being tired *with* our exertions.

I am reconciled *with* my opponent, but not *to* my losses.

He was disqualified *for* the post on account *of* age, but he was not disqualified *from* competing *for* a diploma.

It is better to be clothed *in* rags than to be clothed *with* shame.

(D)

He embarked *on* board the steamer, which was to take him *to* India, where we intended to embark *in* some kind of trade.

He was more popular than most men *with* the people *of* the country.

In some place the sea encroaches *on* the land, *in* others the land gains *on* the sea. This is so well known, that I need not expatiate *on* it any further.

As soon as he emerged *from* poverty, he entered *into* partnership *with* a man *of* wealth, and the two then entered *upon* a grand commercial career.

I will exchange this book *with* you *for* another, if you have a good one to offer me *in* exchange.

He rejoiced *in* his success, and exulted *over* his fallen rival. I am not familiar *with* that subject, so I cannot fall *in* with your views, or engage *in* this controversy any longer.

He fought *with* the robbers *for* his life. The Spaniards allied *with* the English fought *against* the French *in* what is called the Peninsular War.

While the cat was running *at* the mouse, the mouse ran *into* its hole and freed itself *from* danger.

Be so good as to furnish me *with* a copy of that letter. Furnish medicine *to* the sick.

A glance *at* this letter will convince you *of* its contents that he is grasping *at* your money. Everyone will grieve *for* your loss.

He increased *in* wisdom *with* the increase *of* age, and at last grew *out* of follies *of* his boyhood and youth. Thus *by* degrees he rose *to* eminence *in* his profession.

A young man should be *on* his guard *against* bad company, and beware *of* falling *into* their evil ways.

He loitered *about* this place *for* the greater part *of* the day, sometimes leaning *against* the wall, and sometimes strolling *to* the opposite side *of* the street.

Madagascar is an island *off* the east coast *of* Africa. The French could not prevail *upon* the inhabitants to surrender *without* an effort.

We must get rid *of* this difficult business at once. Let us inquire *about* the danger; and be ready *against* the evil day.

Your words are strange and quite *beyond* my comprehension. It is foolish to say what no one can understand and I thought you were *about* such folly.

This leaves no stain *on* his character, and no further prejudice *against* him should be entertained, as he has now cleared himself *of* all the faults imputed *to* him.

I have no liking *for* that man; in fact, I have taken a decided dislike *to* him. For all that, I wish to deal fairly *by* him.

My relations *with* him are now quite friendly and there is no ill feeling left *in* relation *to* that dispute.

Did you beg pardon *of* the teacher? No, I do not like to entreat anyone *for* mercy.

I cannot agree *with* you *in* this matter; and therefore I do not agree *to* your proposal.

I blush *at* my own fault more than I blush *for* your reputation.

Rhetoric might be compared *with* poetry.

I am in 'need *of* good advice, but there is no need *for* your reproaches.

There is no use *in* my purchasing that article, for I have no use *for* it.

I have failed *of* my purpose because I failed *in* my first attempt and was not allowed to make another.

He is invested *with* full authority *by* me to invest my money *in* that speculation.

He is profuse *in* his promises, but not at all profuse *of* his money.

(E)

You must apologise *to* him *for* what you have done, even though the act was not done *with* any bad intention.

You will have to answer *to* your master *for* that mistake and you may hope *for* pardon, if you ask *for* it *in* the proper way.

You can appeal *to* a higher court and apply *for* a fresh trial; but it will be wiser to appoint some man who is versed *in* such matters to act as arbitrator *between* you and the opposite party.

To continue arguing and disputing *with* a man, when you are certain that he will not assent *to* your own views is not wise *of* you; men will only blame you *for* wasting your time, and ascribe your conduct *to* obstinacy.

While he was battling *with* the sea, the wind rose and the waves beat *against* the shore, he begged *for* help *from* those persons who were *in* the boat, and they pulled him up *out of* the water.

I have bestowed great attention *on* that subject; and I bethought myself *of* one thing, namely, that a bridge must be built at once *over* the river, and that this bridge should be *of* iron, not *of* wood or brick.

One man boasts *of* his wealth, another prides himself *on* his wisdom : we cannot help blushing *for* persons who are so wanting *in* modesty and who cannot blush *at* their own faults.

India borders *on* Burma, and is separated *from* it partly *by* the Bay of Bengal, which lies *between* them, and partly *by* a line *of* mountains situated *to* the north *of* the Bay.

A man should not brood *over* his troubles, however much he may be burdened *with* them.

She burst *into* tears, when she found that he did not care *for* her affection.

I am indifferent *to* heat and cold, because I have a strong chest and there is no need *for* caution; I am sorry, however, that you have need *for* so much caution *with* every change *in* the weather.

He has a great capacity *for* mathematics and *in* respect of this subject his teacher has a great respect *for* his abilities.

In consideration *of* the fact that no one is perfect, you ought to show more consideration *for* other men's weaknesses, though there is no need to connive *at* their faults.

(F)

A drowning man will catch *at* a straw; and if he escapes, you need not caution him again *against* the danger *of* throwing himself *into* the water and bathing *out* of his depth.

Cease *from* speaking evil *of* others, and cling *to* charity. You will yourself be judged according *to* your judgment of others.

It is useless to clamour *for* what we cannot have. Do not complain *of* your lot. Be content *with* what you have already, and leave the future *to* Providence.

An eye *for* an eye, and a tooth *for* a tooth; this was the old law but it has now been superseded *by* the duty *of* forgiveness.

They brought a complaint *before* the Magistrate *against* their neighbour, who *without* asking their consent had dug a hole almost *under* the foundation *of* their house and thus rendered it unsafe *for* a dwelling place. The Magistrate complied *with* their request and issued a summons *against* him. He sentenced him *to* a fine for trespass.

A man who confides *in* a friend will not conceal anything *from* him, but will confer *with* him *on* all matters *of* real importance.

The wing *of* a bird corresponds *to* the arms of a man.

I had a long correspondence *with* him *on* the wisdom of conforming *to* custom, but he did not yield *to* my advice and remained unconvinced *of* his error. A man convinced *against* his will is *of* the same opinion still, as you know *from* the proverb. You cannot cure a man *of* his prejudices.

The culprit craved *for* pardon, and succeeded *in* getting it.

One cock crowed *over* the other *on* account of its victory, as one man boasts *of* having conquered another, and exults *over* his defeated rival.

You cannot compete *with* a man who is superior *to* yourself *in* resources. It is better to acquiesce *in* the fact that he has the advantage *over* you.

That trader there, who deals *in* cotton goods, has dealt hardly *by* his customers, and they must not concede *to* his demands *in* future.

The point you spoke *of* will be attended *to*. But if you ever touch *upon* it again, I hope you will speak *at* length *on* the wider question *on* which that point hinges.

This is an exception *to* the usual rule, I hope, therefore, you will make an exception *of* my son's case, and show some forbearance *for* his inexperience.

Live amenably *to* reason, and independently *of* other men's help.

It is better even to be blind *of* one eye, than to be blind *to* one's own faults.

He is committed *to* a policy which he now dislikes and is not at all certain *of* its success.

He is blessed *in* his children, who have all turned out well; but he is not blessed *with* good health.

The ship is bound *for* India, and is bound *by* contract to arrive *at* Calcutta *by* the 18th of July.

He is accountable *to* his master *for* the money.

I do not concur *with* you *in* that opinion.

The decision *of* the dispute is left *to* me; but I have not yet given my decision *on* the matter.

I have had much experience *of* sicknesses, but none *in* curing them.

He guesses *at* his answer; for he has no genius *for* mathematics; in fact, he is not a genius *in* anything.

In old times an irruption was made *into* England *by* the Danes, who *at* first were more than a match *for* the Saxons.

I have no influence *over* that man; and therefore, my advice has no influence *on* his actions.

REFRESHER COURSE I

Correct the following sentences—

1. Everyone except she sang a song.
2. Nobody but me was able to answer the question.
3. Let it be divided between you and I.
4. Nothing can prevent me to do what I like.

5. Would he not accept of my invitation ?
6. Why did you not reply my letter ?
7. This problem has to be considered in every point of view.
8. How can I agree with your proposal ?
9. Why should I differ with you ?
10. Please write me at your earliest.
11. Can you connect the one to the other ?
12. I will prefer death rather than dishonour.
13. Is she ill from fever ?
14. This scheme is entirely different to what I planned.
15. Has he really profited from your loss ?
16. He would prefer dying than begging.
17. She was presented with a nice gift.
18. I am not averse to play football
19. Is he really addicted to gamble ?
20. I am confident to secure victory.
21. He is expert to cook up stories.
22. I insisted to have my say in the matter.
23. He was justified to blame you.
24. Nothing can hinder me to go there.
25. He persisted to give me the same reply.
26. He thought to win over the enemies.
27. I decline saying anything at present.
28. I hope passing the examination.
29. She expects meeting her friends.
30. I am inclined holding this view.

Hints— 1. except her; 2. but I; 3. you and me; 4. me from doing; 5. accept my invitation; 6. reply to; 7. from every; 8. agree to; 9. from you; 10 write to; 11. with the other; 12. death to dishonour; 13. ill of; 14. different from; 15. by your loss; 16. dying to; 17. presented a nice gift; 18. to playing; 19. to gambling; 20. confident of securing; 21. expert in cooking up; 22. insisted on having; 23. justified in blaming; 24 me from going; 25. persisted in giving; 26. thought of winning over; 27. decline to say; 28. hope to pass; 29. expects to meet; 30. inclined to hold.

REFRESHER COURSE II

Q. 2. Fill up the blanks with appropriate prepositions—

1. You are proficient—Physics but deficient—Chemistry.
2. One must conform—rules. One's actions must be—conformity—rules.
3. My views may be different—yours but you should not be indifferent—your interests.
4. He is endowed—divine gifts.
5. I differ—him but my pen does not differ—his. It does not differ—all respects.
6. I have now retired—service. I now wish to retire—a jungle.
7. While labouring—a noble cause, I had to labour—a lot of handicaps. I have laboured hard—my book.

8. He is not entitled—all the honours which have been showered—him.

9. Promotion acts as an incentive—hard work.

10. I have considerable influence—my students but I have no influence—any minister. Your suggestions had a remarkable influence—my career.

11. I am anxious—my son's result. I am anxious—avoid future litigation. I am anxious—my son's welfare.

12. He met me—my way home and I asked him to meet me—the office. My appeals—peace—the town met—a rather poor response.

13. He hindered me—leaving the meeting. Dowry system is a hindrance—suitable marriages.

14. What a contrast—his father! What a contrast—the two brothers!

15. He is greatly appreciated—his skill—acting.

16. India cannot yield—the ambition—the Chinese to take—force a portion—her northern borders.

17. A number—accidents are due—rash driving—the crowded roads—large cities.

18. The rules—grammar are essential parts—speech and usage peculiar—a language.

19. I am indebted—you—writing—me—time.

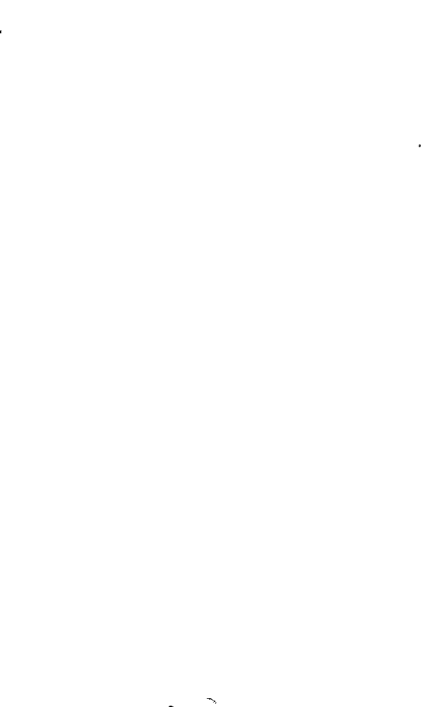
20. Most of the corruptions prevalent—our society are due—ambition—power. We should not be ambitious—fame—the cost—our society.

Hints— 1. in, in; 2. to, in, with, 3. from, to; 4. with, 5. with, from, in; 6. from, to; 7. for, under, at, 8. to, upon; 9. to; 10. over, with, on; 11. about, to, for; 12. on, in, for, of, with; 13. from, to; 14. to, between, 15. for, in; 16. to, of, by, of; 17. of, to, in, of, 18. of, of, to; 19. to, for, to, in; 20. in, to, for, of, at, of.

REFRESHER COURSE III

Explain why the following sentences are correct or incorrect—

1. His father is ill since two months.
2. I sat under the feet of a great teacher.
3. Between you and I neither of us is to blame.
4. He is absent since two months.
5. Please excuse me being late by a few minutes.
6. I insisted my friend to call a doctor.
7. He is angry upon me.
8. He does not obey to my orders.
9. Who were you talking to?
10. I was prevented to go there.
11. I ordered for his dismissal.
12. All but him had fled away.
13. Here the poet describes about a lover.
14. He is justified to blame you.
15. I have great pleasure to introduce him to you.
16. When did he reach at the station?
17. He has not written me for a long time.
18. He asked from me a question.



VERBS

TEST YOURSELF

Q. Correct or justify the following sentences and then compare your results with the key given overleaf—

1. He prefers to die than to live in misery.
2. I could not avail of that lucky chance.
3. I would like to know your valuable opinion.
4. Will I pass the B.A. Examination this time ?
5. He did nothing but to laugh and sing all the time.
6. They did not and could not have known it.
7. No one has or can ever prove the existence of God.
8. He promised that he will must help me.
9. I reached the station before the train started.
10. Milk tastes sweetly but curd tastes sourly.
11. I will be happy if I were a bird.
12. I would not do that if I was you.
13. I heard him to weep and to cry at night.
14. Please pardon me reminding you.
15. The ship has sunken in this river.
16. English Grammar is not difficult to be learnt.
17. Reading in the library, my dog began to bark.
18. I prefer fish rather than meat.
19. I hope to have succeeded in this work.
20. I should have liked to have seen you.

K E Y

(1) rather than live. or dying to leaving—Rule V (b). (2) av2
myself of—Rule VII. (3). Correct, but better than this is—I should
like—Rule IX (d). (4) Shall I pass—Rule IX (b). (5) but laugh and
sing—Rule XIX (c). (6) did not know—Rule XVII. (7) has proved—
XVII. (8) would certainly help—Rules IV and X (a). (9) had
reached—Rule XI. (10) sweet. . . .sour—Rule XVI. (11) would be
—Rule XVIII (12) I were you—Rule XVIII (b). (13) heard him
weep and cry—Rule XIX (a). (14) my reminding you—Rule XXII
(15) has sunk—Rule XXVI. (16) to learn—Rule XXI. (17) while
I was reading in the library—Rule XXIV. (18) fish to meat—Rule V
(a). (19) to succeed—Rule XX. (20) to see you—Rule XX.

CHAPTER IX

VERBS

भिन्न-भिन्न प्रकार के वाक्यों में Verb का क्या Number होना चाहिए तथा इसका position वाक्य में कहां होना चाहिए, इन सभी पर Syntax के अध्याय में Agreement तथा Position of Words की धर्मा के सिद्धांतों में विचार हो गया है। इस अध्याय में हमें अन्य विषयों पर ध्यान देना है।

Rule I. Is and Am

ये दोनों ही singular हैं, पर इन दोनों में अन्तर यह है कि 'is' Third Person Singular है और 'am' First Person Singular. इसलिए is का प्रयोग he, she और it के साथ होता है, पर am का I के साथ। ऐसा क्यों होता है? यह भाषा-विज्ञान (philology) का विषय है जो यह बतलाता है कि am 'eimi,' 'asmi' आदि Verbs का ही एक परिवर्तित रूप है—

"Anglo-Saxon am, Eom, is akin to Gothic im old Norse em, Lithuanian esmi, Latin sum, Greek eimi, Armenian em, and Sanskrit asmi."

—WEBSTER'S NEW INTERNATIONAL DICTIONARY

इसी प्रकार, is भी 'esti,' 'asti' आदि का ही रूप है—

"Is is akin to Gothic ist, Lithuanian esti, est, Latin est, Greek esti, and Sanskrit asti."

—WEBSTER'S NEW INTERNATIONAL DICTIONARY

आप जानने हैं कि 'eimi,' 'asmi' आदि का प्रयोग First Person Singular Pronoun के साथ होता है और 'esti,' 'asti' आदि का Third Person Singular Pronoun के साथ। इसीलिए am का प्रयोग वेबल First Person Singular Pronoun (I) के साथ होता है और is का Third Person Singular Pronoun (he, she, it) के साथ। यही इनके प्रयोग का ऐतिहासिक तथा वैज्ञानिक आधार है। इसलिए I के साथ is का प्रयोग और he, she, it के साथ am का प्रयोग हो ही नहीं सकता। हाँ, इंग्लिश के अल्पसंख्यक प्रयोग करते हैं, पर हमें उनका अनुकरण नहीं करना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) I is Headmaster of this school. (b) I is he. (c) I is a teacher in an H. E. School.

Hint— Use, 'am' instead of 'is.'

Rule II. Is and Become

Is का अर्थ है 'है,' पर become का 'हो जाना' या 'होना'। हमने स्पष्ट है कि जब कोई चीज रहने या होने की आवश्यक अवस्था में रहनी है तब is का प्रयोग होता है, पर जब कोई चीज एक अवस्था से किसी दूसरी अवस्था में बदलती है तब वहाँ become का प्रयोग होता है; जैसे—

He *is* a king. (वह राजा है।)

He *became* a king. (वह राजा हो गया।)

पहले वाक्य से यह मान्य पड़ता है कि वह पहले ही से राजा था; पर दूसरे से यह मान्य पड़ता है कि वह पहले राजा नहीं था, बाद में राजा हो गया। एक-दो उदाहरण और लें—

He *is* angry.

He *became* angry.

पहले वाक्य से यह पता चलता है कि वह क्रोध की अवस्था में पहले से ही है; पर दूसरे से यह बोध होता है कि क्रोध की अवस्था में पहले से नहीं था, वह एक अवस्था से दूसरी अवस्था में (क्रोधवस्था में) परिणत हो गया। तो, प्रायः याद रखें कि become से बंध बंध होता है कि कोई वस्तु एक अवस्था से दूसरी अवस्था में बदल जाती है। हम वाक्य को देखें—

There *became* a meeting.

यहाँ become का प्रयोग अशुद्ध है, क्योंकि 'meeting' एक अवस्था से दूसरी अवस्था में बदल गयी' का अर्थ ही नहीं लगता। अतः यहाँ was का प्रयोग होना चाहिए।

Rule III. May and Can

इनके प्रयोग में थोड़ी सावधानी की आवश्यकता है, क्योंकि 'सम्झना' के अर्थ में may से आज्ञा (permission) का, पर can से सामर्थ्य (power या capacity) का बोध होता है, जैसे—

You *can* do (तुम कर सकते हो), क्योंकि तुममें सामर्थ्य है।

You *may* do (तुम कर सकते हो), इसके लिए तुम्हें आज्ञा दी जाती है।

इसलिए अर्थ को ध्यान में रखकर ही आप may या can का प्रयोग करें, सामान्य Interrogative sentence में; जैसे—

May I go out, Sir ?

Can I go out, Sir ?

May you help me ?

Can you help me ?

दूसरे तथा तीसरे वाक्य का अर्थ ही नहीं लगता और इसलिए इसके शुद्ध रूप हैं जिनसे पहले और चौथे वाक्य।

Note— आजकल अमेरिका में आज्ञा (permission) माँगने के लिए may के बरने can का प्रयोग हो चला है। वहाँ के एक आचार्य ने इस वाक्य को लिखा है—Mother, can I go out to play ?—और इसको शुद्ध बताते हुए अपना मत इस प्रकार प्रकट किया है—

“ ‘Mother, can I go out to play ?’—Right. If you insist that your child say may and nothing but may, when asking for permission, modern

parents may consider you old-fashioned and puristic. Can is not discourteous, incorrect, or vulgar—and the newest editions of the authoritative dictionaries fully sanction the use of can in requesting rights, privileges or permission.”

—NORMAN LEWIS : WORD POWER

इस सम्बन्ध में मेरा मत है कि may के बदले can का प्रयोग अभी बिल्कुल बालचीत तक ही सीमित है। यह अभी तक साहित्यिक प्रयोग नहीं हो सका है। इसलिए आप may और can के प्रयोग में अन्तर मानें।

EXERCISE

Q. Correct the following sentences—

(a) None may live without air. (b) Can I come in, Sir? (c) You can come in, if you so like.

Hints—(a) can; (b) may; (c) may.

Rule IV. Should and Must

ये दोनों ही Auxiliary Verbs हैं और इसलिए Conjunction के द्वारा जोड़कर वाक्य में इनका प्रयोग हो सकता है, पर दोनों का प्रयोग एक साथ और बिना Conjunction द्वारा जोड़े हुए करना भ्रमकर भूल है; जैसे—

He *should must* do it.

He *should and must* do it.

पहला वाक्य अशुद्ध है, पर दूसरा शुद्ध, क्योंकि पहले वाक्य में should और must को Conjunction के द्वारा जोड़ा नहीं गया है। आप ऐसी भूलों से अत्यन्त बचें और जहाँ should must का अर्थ हो, वहाँ should certainly या सिर्फ must का प्रयोग करें, पर should must का कभी नहीं। इसी प्रकार, will must और shall must का भी प्रयोग सर्वथा अनुचित है। आप ऐसे वाक्य में केवल must का प्रयोग करें या shall certainly, will certainly का।

EXERCISE

Q. Correct the following sentences—

(a) He will must come today. (b) You should must do it at once. (c) I will must punish him. (d) I shall must start tomorrow.

Hints—(a) must come today, or will certainly come today; (b) must do it at once, or should certainly do it at once, (c) will certainly punish him, or must punish him, (d) shall certainly start, or must start

Rule V. Prefer to/Rather than

Rule (a)—यदि prefer के बाद Noun, Pronoun या Gerund आये तो to का प्रयोग करना चाहिए, than या rather than का नहीं; जैसे—

I prefer work *to* rest.

I prefer you *to* him.

I prefer walking *to* riding.

यहाँ पहले वाक्य में prefer के बाद दो Nouns 'work' और 'rest' आते हैं, दूसरे में दो Pronouns 'you' और 'him' और तीसरे में दो Gerunds 'walking' और 'riding'. इसलिए इन वाक्यों में to का प्रयोग किया गया है। इन वाक्यों में to के बजाय than का प्रयोग असम्भव होता।

Rule (b)—यदि prefer के बाद Infinitive आये, तो to के बजाये rather than का प्रयोग करना चाहिए, किन्तु than का कभी भी नहीं; जैसे—

He prefers to die rather than pay.

He prefers to live rather than die.

इन दोनों वाक्यों में prefer के बाद क्रमशः to die और to live का प्रयोग है, जो Infinitive हैं। इसलिए Infinitive के बाद rather than का प्रयोग हुआ है। यहाँ rather than के बजाये किन्तु than या to का प्रयोग सर्वथा अनुचित होता। इस सम्बन्ध में आगे इस विचार पर ध्यान दें—

"Prefer has two constructions— 'I prefer this (living) to that (dying)', and 'I prefer to do this rather than that'. The infinitive construction must not be used without rather."

—FOWLER : MODERN ENGLISH USAGE

Note—यदि Infinitive के बाद rather than का प्रयोग नहीं करना चाहें, तो Infinitive को Gerund में बदल दें और rather than के बजाये to का व्यवहार करें; जैसे—

He prefers to die rather than pay.

He prefers dying to paying.

EXERCISE

Q. Correct the following sentences—

(a) He prefers to read than to write. (b) I prefer rice than bread (c) You prefer walking than riding. (d) She prefers me than him. (e) I prefer to feed than to eat. (f) You prefer to sing than to talk.

Hints—(a) rather than write, or prefers reading to writing; (b) to; (c) to; (d) to; (e) rather than eat, or prefer feeding to eating; (f) rather than talk, or prefer singing to talking.

Rule VI. Seem and Appear; Remain and Continue

यदि वाक्य में seem का प्रयोग हो तो appear का प्रयोग नहीं करना चाहिए, क्योंकि इन दोनों का अर्थ एक ही होता है। इसी प्रकार, यदि remain का प्रयोग हो, तो continue का प्रयोग नहीं करना चाहिए, क्योंकि जो अर्थ remain का होता है वही अर्थ continue का भी; जैसे—

I continue to remain cheerful.

These conclusions, it seems to me, appear to be reached naturally.

यहाँ पहले वाक्य में केवल continue या remain का प्रयोग होना चाहिए, इन दोनों ही का नहीं। इस प्रकार, दूसरे वाक्य में केवल seems या appear का प्रयोग होना चाहिए, दोनों का नहीं, क्योंकि इन दोनों का प्रयोग निरर्थक ही नहीं, भ्रम भी लगता है।

Rule VII. Verbs and Reflexive Pronouns

कुछ Verbs ऐसे हैं जिनके बाद Reflexive Pronouns अवश्य आते हैं। ये हैं—
absent, avail, pride and plume.

उदाहरण—He *absents himself* from the college without any reason.
I *availed myself* of casual leave.

He *prides himself* on his style.

यदि इन वाक्यों में Reflexive Pronoun का प्रयोग नहीं होता, तो ये अशुद्ध हो जाते। देखिए, इस वाक्य में नियम का पालन सजधानी से किया गया है—

“I *availed myself of it in Candida.*” —G. B. SHAW

Note—Avail of का प्रयोग Passive Voice में नहीं होता। इसलिए I *availed myself of an offer* का Passive Voice—The offer was *availed of*—अशुद्ध है। इसकी धर्चा करते हुए कहा गया —

“We may notice here a curious blunder that is sometimes made with the reflexive verbs I *avail myself of*. The passive of this is never used, because there is no occasion for it....”

—FOWLER : KING'S ENGLISH

EXERCISE

Q. Correct the following sentences—

(a) I will avail of this opportunity. (b) I may kindly be allowed to avail of earned leave (c) She prides on her curly hair. (d) Why do you absent from the class? (e) One may very well pride on honest labour. (f) The casual leave was availed of by me.

Hints—(a) avail myself of; (b) avail myself of, (c) prides herself on; (d) absent yourself, (e) pride oneself on; (f) I availed myself of casual leave

Rule VIII. Let

Let के बाद Verb 'To be' का केवल 'be' रूप शुक होता है; is, are आदि नहीं; जैसे—

Let it *be* a triangle.

Let it *be* a circle.

Let it *be* so.

Let there *be* a fight

इन वाक्यों में 'be' के बदले 'is' के प्रयोग की गिनती भ्रमंकर भूलों में होती। आप ऐसे गलती से नहर बचें।

Rule IX. Shall and Should; Will and Would

Rule (a)—First Person के Pronoun के साथ साधारणतया shall या should का प्रयोग होता है; जैसे—

I *shall* go.

I said that I *should* go.

Note—जब will या would का व्यवहार First Person के साथ होता है तब वही काल future का ही बोध नहीं करा तब वही intention, promise या determination (प्रबल इच्छा या संकल्प) का बोध कराता है; जैसे—

I *will* never do it again.

यहाँ will से promise का बोध होता है। इसलिए ऐसे कथ में First Person के साथ will या would का प्रयोग ठीक है।

Rule (b)—इससे स्पष्ट है कि Interrogative sentences में First Person के साथ will के प्रयोग का कोई अर्थ ही नहीं हो सकता। इसलिए Will I do it? अशुद्ध है। यहाँ will के बदले shall का प्रयोग होना चाहिए।

Rule (c)—यदि वाक्य में compelled, obliged, have much pleasure, at a loss या under the necessity of का प्रयोग किया जाय, तो First Person के साथ shall आना चाहिए, will नहीं; जैसे—

I *shall* be highly obliged to him.

We *shall* be compelled to find out another way.

यहाँ shall के बदले will का प्रयोग अशुद्ध होता। अतः ये वाक्य अशुद्ध हैं—

I *will* be at a loss to decide what to do.

I *will* have great pleasure in going with you to the pictures.

यहाँ will के बदले shall का प्रयोग होना चाहिए।

Rule (d)—यदि वाक्यों में like, prefer, care, be glad या be inclined का प्रयोग हो, तो First Person के साथ should का व्यवहार होना चाहिए, would का नहीं; जैसे—

I *should* like to suggest.

I *should* like to know.

I *should* be very glad to see you.

I *should* be inclined to say so.

योग साधारणतया ऐसे वाक्यों में should के बदले would का प्रयोग कर देने हैं, जो अंगरेजी प्रयोग के अनुसार शुद्ध नहीं। इन सम्बन्ध में आज हम विचार को सुनें—

“In these should, not would, is the right form.” —FOWLER

“If the shall and will idiom is worth preserving at all, I would like it wrong and I should like right.” —FOWLER

Note—इनके सम्बन्ध में सुनिश्चित होना ही चाहिए कि I would like का ही प्रयोग सही होता है, काम कर प्रवेरिबा है। यदि शुद्ध व्याकरण की दृष्टि से विचार किया जाय तो I should like को शुद्ध मानना होगा और I would like को अशुद्ध; वही कि FOWLER स्पष्ट कर रहे हैं और इंग्लिश अ-डेलेटिज should like का ही प्रयोग करने हैं, would like का नहीं।

“On the other hand, I should like to be clear that I am not defending a high-brow against a low-brow literature.” —T. S. ELIOT

“*Might be continued*”—*These are the words with which I should like to finish my Coiners.*”

—ANDRE GIDE

“*The phrases I should like to underline in this statement are. . .*”

—THE KENYON REVIEW : SPRING, '55

फिर भी, प्रयोग को देखते हुए I would like को अशुद्ध मानना उचित नहीं जंचता। इसीलिए अमेरिका के व्याकरण-शास्त्रज्ञ ने यह वाक्य लिखा है—I would like to ask you a question—और इसको शुद्ध बताते हुए कहा है—

“*In current American usage, would may be used with I, though no die-hard purist will give an inch in this matter. Strict, old-fashioned rules demand I should. . .*”

—NORMAN LEWIS : WORD POWER

अमेरिका हो में नहीं, इंग्लैण्ड में भी I would like का प्रयोग षाकी होता है। कुछ दिन हुए कि इंग्लैण्ड की वर्तमान रानी (Her Majesty Elizabeth II) ने भी B. B. C. से बोले हुए I would like का प्रयोग किया था। इसलिए मेरा विचार है कि अब I would like को अशुद्ध नहीं समझें। हाँ, यह अवश्य कहा जा सकता कि I should like का प्रयोग I would like से अधिक अच्छा है।

Rule (e)—Second और Third Persons के साथ will वा would का प्रयोग होता है, shall वा should का नहीं; पर command वा threat के अर्थ में Second और Third Persons के साथ shall वा should का प्रयोग शुद्ध माना जाता है; जैसे—

The college *shall* remain closed tomorrow.

He *shall* be hanged.

You *shall* pay the penalty.

इन वाक्यों में shall का प्रयोग शुद्ध है, क्योंकि यहाँ आज्ञा का बोध होता है। यदि कोई अधिकारी कहे कि The examination shall be held from tomorrow तो यह शुद्ध होगा, क्योंकि वह shall के द्वारा आज्ञा देगा है; पर यदि कोई अन्य व्यक्ति ऐसा कहे, तो यह अशुद्ध होगा। इस वाक्य को देखें—

My friend says that the examination *shall* be held from tomorrow.

इस वाक्य में मेरे मित्र को shall के बदले will का प्रयोग करना चाहिए, क्योंकि उसे ऐसी आज्ञा देने का अधिकार हो नहीं। हाँ, यदि मेरे मित्र के बदले Principal, Headmaster, Controller वा Vice-Chancellor ऐसा वाक्य लिखें, तो वह शुद्ध माना जायगा।

Rule (f)—इस प्रकार यह स्पष्ट है कि Interrogative sentences में Second तथा Third Persons के साथ shall का प्रयोग नहीं हो सकता। इन वाक्यों पर ध्यान दें—

Shall the school remain closed for a week ?

Shall he be punished ?

इन वाक्यों में shall के बदले will का प्रयोग होना चाहिए, क्योंकि यहाँ command वा threat का बोध नहीं होता।

Rule (g)—Shall वा will बदले should वा would का प्रयोग होता है, यदि कोई बात बहुत ही अनसह्य कही जाती है; जैसे—

I *should* be thankful to you, if you *would* help me in the matter.

Would you lend me your books for ten days ?

यहाँ *should* तथा *would* के बदले *shall* तथा *will* का प्रयोग बहुत ही होता, पर जगमे उन्नती नमना नहीं कनकनी ।

Rule (h)—यदि वाक्य में *Second* वा *Third Person Pronoun* को *First Person* के साथ जोड़ा जाय, तो *shall* वा *will* में किसी भी एक का प्रयोग हो सकता है, पर *will* का प्रयोग अधिक प्रकृता माना जाता है; जैसे—

He and I *will* go.

You and I *will* live together.

यहाँ *will* के बदले *shall* का प्रयोग बहुत ही होता, पर *will* का प्रयोग *shall* के अनुरोध मान्य पड़ता है ।

Rule (i)—*Lest* के बाद सभी *Persons* (*First, Second and Third*) के साथ *should* का व्यवहार होता है, क्योंकि *lest* के बाद केवल *should* का ही प्रयोग हो सकता है; जैसे—

He works hard *lest* he *should* fail.

यहाँ *would* fail लिखना बहुत ही होता ।

Rule (j)—*Duty* के अर्थ में *should* का व्यवहार सभी *Person* के साथ होता है; जैसे—

I *should* do it.

He *should* do it.

Rule (k)—*Would* का व्यवहार आदत का बोध कराने के लिए तीनों *Persons* के साथ हो सकता है; जैसे—

There was a time when I *would* go to my friend and talk for hours.

EXERCISE

Q. Correct the following sentences—

(a) My father informs me that the University Examination shall probably be held in April. (b) My friend thinks that the prisoner shall be hanged. (c) Shall the college remain closed today? (d) My friend guesses that the examination shall be postponed. (e) Shall he see me today? (f) Shall you go to Panna this evening? (g) I will be drowned and nobody shall save me. (h) Will I pass this time? (i) I am not sure whether I will be able to do it. (j) Do you think I will fail? (k) It has been notified by the Principal that the college will remain closed for two days. (l) I will be compelled to punish him.

Hints—(a) will; (b) will; (c) will; (d) will; (e) will; (f) will; (g) I shall... nobody will; (h) shall; (i) shall; (j) shall; (k) shall; (l) shall.

Rule X. The Sequence of Tenses

Sequence of Tenses का अर्थ यह सिद्धान्त है जिसके द्वारा *Complex sentence* के *Subordinate Clause* में *Verb* का *Tense* निर्धारित होता है। इसके

सम्बन्ध में कुछ महत्वपूर्ण नियम निम्नलिखित हैं—

Rule (a)—Principal Clause के Present या Future Tense के बाद Subordinate Clause में कोई भी Tense रह सकता है; जैसे—

- (i) Ram *says* that he *will* help me.
- (ii) Ram *says* that he *helps* me.
- (iii) Ram *says* that he *helped* me.
- (iv) Ram *will say* that he *will help* me.
- (v) Ram *will say* that he *helps* me.
- (vi) Ram *will say* that he *helped* me.

Rule (b)—Principal Clause में Past Tense हो तो Subordinate Clause में भी Past Tense होता है; जैसे—

- (i) Ram *said* that he *would* help me.
- (ii) I *was* sure that he *would* come.

किन्तु इस नियम का एक अपवाद भी है। Principal Clause में Past Tense होने पर भी यदि Subordinate Clause कोई universal truth अथवा habitual fact व्यक्त करता है तो Subordinate Clause में Present Tense होता है, Past Tense नहीं; जैसे—

- (i) I *learnt* at school that the earth *is* round.
- (ii) The boy *replied* that he *rises* early in the morning.

Rule (c)—यदि Subordinate Clause का प्रारम्भ किसी ऐसे Conjunction से हो जिससे कोई उद्देश्य (purpose) आदि होता हो तो वैसे ही हालत में Principal Clause का Verb Present अथवा Future Tense में रहने पर Subordinate Clause का Verb 'may' (Present Tense) के द्वारा व्यक्त किया जाता है और Principal Clause का Verb Past Tense में रहने पर Subordinate Clause का Verb 'might' (Past Tense) के द्वारा व्यक्त किया जाता है; जैसे—

- (i) He *labours* hard that he *may* stand first.
- (ii) He *will labour* hard that he *may* stand first.
- (iii) He *laboured* hard that he *might* stand first.

Rule (d)—यदि Subordinate Clause का प्रारम्भ किसी ऐसे Conjunction से हो जिससे तुलना (comparison) का पात्र व्यक्त होता हो तो Principal और Subordinate Clause में प्रयुक्त Verb को किसी भी Tense में रख सकते हैं; जैसे—

- He *loves* me more than he *loves* you.
- He *loves* me more than he *loved* you.
- He *loves* me more than he *will love* you.
- He *loved* me more than he *loves* you.
- He *will love* me more than he *loved* you.

Rule (e)—यदि Subordinate Clause का प्रारम्भ Conjunction 'since' से हो तो Principal Clause का Verb Present Perfect Tense में और Subordinate

Clause का Verb Past Indefinite Tense में होता है; जैसे—

Four hours *have passed* since he *took* medicine.

Rule (f)—Subordinate Clause का प्रारम्भ Conjunction 'lest' से तो वैसी स्थिति में Principal Clause का Verb चाहे किन Tense में हो *lest* के बाद Auxiliary Verb *should* रहता है, जैसे—

He labours hard *lest* he *should* fail.

Rule (g)—यदि Subordinate Clause का प्रारम्भ Conjunction 'before' वा 'after' से हो तो वैसी स्थिति में Principal Clause का Verb Future Tense होने पर भी before के बाद Future Tense नहीं होता; जैसे—

I will go before he comes or has come (not 'will come').

I will go after he has come (not 'will come').

गूढ़-गूढ़ लिखने के लिए इन नियमों को जानना आवश्यक है। देखिए, इन का Rule (b) का उल्लंघन कितना अनादरपूर्वक हुआ है—

"The Pakistani Foreign Minister, Mr. Z. A. Bhutto today said that Pakistan will sign the Sino-Pakistani border agreement."

THE INDIAN NATION, Feb. 24, 1965

इन वाक्यों में will के बदले would का प्रयोग होना चाहिए।

EXERCISE

Q. Correct the following sentences—

(a) I replied to him that I will do everything I can. (b) He was taught the water was cool, whereas fire was hot. (c) I was very sad to find that man was mortal. (d) Did not I tell you that when I will return from Patna I will help you. (e) He struggled hard that he may win.

Hint—(a) I would . . . I could, (b) water is fire is, (c) man is, (d) would I would, (e) might win

Rule XI. Past Perfect Tense

Past Perfect Tense का प्रयोग उक्त हाथ में नहीं करना चाहिए बल्कि Past Tense में ही रहने का काम समाप्त हो चुका हो। इसलिए 'उत्तमने खाया था' का अनुवाद 'He had eaten' करना सज्ज है। He ate जिसने से ही काम चल जाता है और यही टोक भी है। यदि Past Tense में दो काम समाप्त हो गये हों, तो पहले समाप्त किये हुए काम के Verb के लिए Past Perfect और बाद में समाप्त किये हुए काम के Verb के लिए Past Indefinite का प्रयोग होता है, जैसे—

I *had* reached the station before the train *came*.

The train *had* arrived before I *reached* the station.

Note—Past Perfect के साथ Past Indefinite का प्रयोग करना होता है—एक clause में Past Perfect और दूसरे में Past Indefinite. पहले वह जो पहले है वह Past Tense में हो काम समाप्त हुए हों, जिसने एक पहले समाप्त हुआ हो और दूसरा एक बाद, तो पहले के Verb के लिए Past Perfect का प्रयोग और दूसरे के Verb के लिए Past Indefinite का प्रयोग करना चाहिए; दोनों ही के लिए Past Indefinite or Past

Perfect का नहीं; जैसे—

I had reached the station before the train came.

The train had arrived before I reached the station.

इन दोनों ही वाक्यों में पहले समाप्त होने वाले काम के Verb के लिए Past Perfect का प्रयोग हुआ है और बाद में समाप्त होने वाले Verb के लिए Past Indefinite का। यदि इन दोनों ही कामों के Verbs के लिए (अर्थात् वाक्य के दोनों ही Verbs के लिए) सिर्फ Past Indefinite का या सिर्फ Past Perfect का प्रयोग होता तो वाक्य अशुद्ध हो जाते, जैसे—

I reached the station before the train started.

I had reached the station before the train had started.

यहाँ पहले वाक्य में समाप्त होने वाले दोनों ही कामों के लिए Past Indefinite का प्रयोग हुआ है और दूसरे में दोनों ही के लिए Past Perfect का, जो अशुद्ध है।

EXERCISE

Q. Correct the following sentences—

(a) I reached the station before the train had come (b) I had reached home before the thief had fled away (c) I reached home before the thief fled away (d) I had gone there last month.

Hints—(a) had reached... train came; (b) thief fled away, (c) had reached (d) I went.

Rule XII. Used to

किसी आदत (habit) का बोध कराने के लिए Past Tense में used to का प्रयोग किया जाता है, जो शुद्ध है, पर इसके आधार पर Present Tense में use to या Future में will use to का प्रयोग नहीं होता। इसलिए he used to come (वह आया करता था) तो शुद्ध है, पर 'वह आया करता है' का अनुवाद he uses to come और 'वह आया करेगा' का he will use to come अशुद्ध। Present की आदत का बोध करने के लिए Indefinite Tense से ही वाक्य चल जाता है, जैसे—He comes (वह आता है या वह आया करता है)।

Rule XIII. Auxiliary and Principal Verbs

यदि इन Auxiliary Verbs—shall, should, will, would, may, might, can, could, do, did, does या must के साथ कोई Verb आवे, तो वह मदा Present Tense और Plural Number में रहता है; जैसे—

He will go.

He did not go.

He does not go.

Go he must.

इन सभी वाक्यों में कर्ता 'he' singular है। फिर भी, Principal Verb 'go' बहुवचन रूप में है। कारण यह है कि इनके पहले Auxiliary Verbs 'will', 'must' आदि का गये हैं। इसलिए ये वाक्य अशुद्ध हैं—

He does not reads.

He did not *brought*.

He did not *wanted* to do it.

यहाँ *reads*, *brought* और *wanted* के बरने क्रमशः *read*, *bring* और *want* का प्रयोग होना चाहिए।

EXERCISE

Q. *Correct the following sentences—*

(a) Ram could not slept last night. (b) If you have not brought it to-day you must brought it to-morrow. (c) Where and how does he lives? (d) I laboured, so that he might passed. (e) He did not wanted to help me.

Hints—(a) sleep; (b) must bring; (c) live; (d) pass; (e) want.

Rule XIV. Auxiliary Verbs and Voice

Rule (a) जब Verb 'To be' (be, am, is, are, was, were और been) के बाद कोई Verb आता है और वह Active Voice में रहता है, तो उस Verb में 'ing' लगा जाता है; जैसे—

He is *loving*.

He has been *loving*.

He may be *loving*.

इन वाक्यों में *love* में 'ing' लगाकर *loving* बनाया गया है, क्योंकि इसके पहले क्रमशः *is*, *been* और *be* आये हैं जो Verb 'To be' हैं।

Rule (b)—जब Verb 'To be' के बाद कोई Verb आता है और वह Passive Voice में रहता है, तो उस Verb को Past Participle form (Verb के तीसरे रूप) में रखा जाता है; जैसे—

He is *loved*. He has been *loved*. He may be *loved*.

इन वाक्यों में *love* के Participle form 'loved' का प्रयोग किया गया है जो Verb में 'ing' नहीं लगाया गया है, क्योंकि यह Passive Voice में है।

Note (a)—इस प्रकार ध्यान देखते हैं कि Verb 'To be' के बाद आने वाले Verbs के दो ही रूप हो सकते हैं—(i) Verb में या तो 'ing' लगा रहता है, या (ii) Past Participle form में। Verb का पहला रूप Active Voice में रहता है और दूसरा Passive Voice में। ध्यान वाक्य के अर्थ को ध्यान में रखकर Voice का प्रयोग करें और उसी के अनुसार Verb का। Verb के इन दो रूपों के अतिरिक्त तीसरे या चौथे रूपों को गढ़ना सर्वकर भूल है। इन वाक्यों को देखें—

He is read. He is reads.

यहाँ दोनों ही वाक्यों में *read* और *reads* के बरने *reading* का प्रयोग होना चाहिए।

Note (b)—इससे यह भी स्पष्ट है कि Passive Voice के साथ Verb 'To be' का प्रयोग अवश्य होता है; जैसे—

He is *beaten*. He is *being beaten*. He has *been beaten*.

Rule (c)—जब Verb 'To have' के बाद कोई Verb आता है, तो वह Verb

Past Participle रूप में रहता है; जैसे—

He has *walked*.

You have *slept*.

They had *fought*.

He has *been* punished.

Having *done* the work, he went away.

इन वाक्यों में has, have तथा had के बाद क्रमशः walked, slept, fought, been तथा done का प्रयोग हुआ है, जो Past Participle रूप में हैं। इसलिए ये वाक्य अग्रद हैं—

You have went.

Having finishing one book, he has took up another book.

यहाँ went, finishing और book के बदले क्रमशः gone, finished और taken का प्रयोग होना चाहिए।

Rule XV Intransitive Verbs

इनका Passive Voice हो ही नहीं सकता, क्योंकि Active से Passive बनाने का नियम यह है कि Active Voice में जो Noun वा Pronoun Object रहता है वह Passive Voice में Subject हो जाता है और Active Voice में जो Subject रहता है वह Passive में Object हो जाता है, जैसे—

He beats me—(Active Voice).

I am beaten by him—(Passive Voice)

साथ मानते हैं कि Intransitive Verb का Object होता ही नहीं। तो फिर Intransitive Verb का Passive Voice हो कैसे सकता है? एक-दो उदाहरण लें—

He died to-day.

This incident occurred yesterday.

It happened five years ago.

इन वाक्यों में died, occurred तथा happened, Intransitive Verbs हैं और इसलिए इनका Passive Voice बनाना सर्वथा अनुचित है। यदि साथ इनका Passive Voice हम प्रकाश बना दें—

He was died to-day.

This incident was occurred yesterday.

It was happened five years ago—तो वे अग्रद होंगे।

इसलिए साथ Intransitive Verbs का Passive Voice (जिसमें Verb 'To be' के बाद Principal Verb का Past Participle रूप आता है) कभी भी नहीं बनावे।

EXERCISE

Q. Correct the following sentences—

(a) We were sat at the foot of a hill. (b) An incident was occurred last evening (c) They are die quickly (d) It is depends upon many factors. (e) If you are agree, please inform at once (f) He is died (g) The crops of this field

have watched by a boy (h) The field is ploughing by a ploughman. (i) A quarrel was taken place there (j) It was so happened many times (k) I am slept he is stood. (l) I am appeared at the examination. (m) They were perished the snow.

Hints (a) We sit or we were sitting; (b) incident occurred; (c) They are watched (d) It depends, (e) You agree, (f) He died or he is dead; (g) are watched or has been watched, (h) is ploughed, (i) quarrel took place, (j) It so happened, (k) I am sleeping but he is standing, or I slept but he stood, (l) I have appeared, (m) They perished

Rule XVI Quasi-Passive Verbs

इस ऐसे Transitive Verbs हैं जो देखने में Active Voice के समान लगते हैं क्योंकि उनका रूप (form) Active Voice में रहता है, पर उनमें Passive Voice का अर्थ (sense) प्रकट होता है। ऐसे ही Verbs को Quasi-Passive या Middle Voice कहते हैं। ऐसे Verbs के बाद Adjective का प्रयोग होता है जब वह Adjective Verb के Subject का गुण बताता है, पर जब उन Verb को का गुण बताया जाय तो Verb के बाद Adverb आता है, Adjective नहीं; जैसे—

This fruit *tastes sour* but that *tastes sweet*.

The sofa *feels soft*.

That wooden chair *feels hard*.

This flower *smells sweet*.

His words *sound harsh*.

This silken shirt *feels soft*.

This house *looks nice*.

Fish *sells cheap*.

इन वाक्यों में Verbs के बाद Adjective का प्रयोग हुआ है, क्योंकि ये Adjectives वाक्य के Subjects का गुण बताते हैं। यहाँ Adjectives के बदले Adverbs का प्रयोग उचित नहीं होता, क्योंकि Adverbs का प्रयोग करने पर वाक्य का कुछ अर्थ ही नहीं लग सकता। अब इन वाक्यों को देखें—

The book *reads well*.

The book *sells well*.

The sentence *reads badly*.

The house *lets easily*.

इन वाक्यों में Verbs के बाद Adverbs का प्रयोग हुआ है, Adjectives का नहीं, क्योंकि यहाँ वाक्यों के Verbs का गुण बतलाया गया है। इन वाक्यों में Adjectives का प्रयोग करने पर वाक्य का अर्थ ही नहीं लग सकता। तो, हमें यह स्पष्ट है कि Quasi-Passive Verbs के बाद जो Adjective या Adverb का प्रयोग होता है, वह वाक्य के अर्थ पर निर्भर करता है।

EXERCISE

Q. Correct the following sentences—

(a) This feather feels softly. (b) The curd tastes sourly. (c) This

mango tastes nicely. (d) This flower smells sweetly. (e) My garden looks beautifully. (f) Your words sound harshly. (g) This fruit tastes bitterly.

Hints—(a) soft; (b) sour; (c) nice; (d) sweet; (e) beautiful; (f) harsh, (g) bitter.

Rule XVII. Aux. Verb + Aux. Verb + Principal Verb

कुछ वाक्यों में दो या दो से अधिक Auxiliary Verbs के बाद एक ही Principal Verb का प्रयोग होता है, जब उन वाक्यों की बनावट इस प्रकार होती है—Auxiliary Verb + Auxiliary Verb + Principal Verb; जैसे—

He did not and will not *come*.

You can and should *do it*.

यहाँ पहले वाक्य में दो Auxiliary Verbs 'did' और 'will' के बाद एक ही Principal Verb 'come' का प्रयोग हुआ है। दूसरे वाक्य में भी दो Auxiliary Verb 'can' और 'should' के बाद एक ही Principal Verb 'do' का व्यवहार किया गया है। ये दोनों ही वाक्य शुद्ध हैं, क्योंकि इन दोनों वाक्यों में Principal Verb का रूप अपने Auxiliary Verbs का common factor है, अर्थात् Principal Verb का रूप प्रत्येक Auxiliary Verb के लिए उपयुक्त है। आप जानते हैं कि come का प्रयोग did और will दोनों ही के बाद होता है। इसी प्रकार do का प्रयोग can के साथ होता है और should के साथ भी। तो, इससे यह सिद्ध होता है कि यदि कई Auxiliary Verbs के लिए एक ही Principal Verb का प्रयोग हो, तो वह अवश्यवक है कि उस Principal Verb का रूप उन Auxiliary Verbs के लिए common factor हो, पर यदि वह Principal Verb एक Auxiliary Verb के लिए उपयुक्त हो और दूसरे के लिए नहीं, अर्थात् वह common factor नहीं हो, तो जैसे Principal Verb का प्रयोग प्रत्येक Auxiliary Verb के बाद अलग-अलग करना चाहिए; जैसे -

He has not *gone* and will not *go*.

यहाँ Principal Verb 'go' का प्रयोग दो Auxiliary Verbs के बाद अलग-अलग हुआ है—has के बाद gone का और will के बाद go का, क्योंकि यह Principal Verb दोनों Auxiliary Verbs का common factor नहीं है। आप जानते हैं कि has के बाद gone का प्रयोग होता है और will के बाद go का। अतः यदि हम वहाँ go और gone में से किसी एक ही का प्रयोग करें और दूसरे को छिपा दें, तो वह अशुद्ध होगा—

He has not and will not *go*.

You will and have *helped* me.

He could not and has not *seen* me yet.

आप ध्यान दें कि इन वाक्यों में Principal Verbs 'go', 'helped' और 'seen' क्रमशः अपने Auxiliary Verbs के लिए common factor नहीं, क्योंकि has के बाद gone आता है जो has के लिए उपयुक्त है, पर will के लिए नहीं है। इसी प्रकार helped का प्रयोग have के साथ होता है पर will के साथ नहीं। फिर, तीसरे वाक्य में seen का प्रयोग has के साथ तो शुद्ध है पर could के साथ नहीं। इसलिए इन Principal Verbs का प्रयोग अलग-अलग होना चाहिए; जैसे—

He has not *gone* and will not *go*.

You will *help* and have *helped* me.
He could not *see* and has not *seen* me yet.

EXERCISE

Q. *Correct the following sentences—*

(a) No one has or can prove the existence of God. (b) He could and should have done the work. (c) No state has or can adopt such a measure. (d) You have and will help me in future as well. (e) They did not and could not have known the truth. (f) I have never and shall never believe it. (g) I have never and shall never accuse a man. ■

Hints—(a) has proved or; (b) could do and, (c) has adopted or; (d) has helped and; (e) did not know; (f) have never believed and; (g) have never accused and.

Rule XVIII. Sequence of Moods.

Rule (a)—यदि वाक्य के Subordinate Clause में Verb के Past Tense रूप का प्रयोग करने से condition या supposition का बोध हो (अर्थात् Subordinate Clause में Subjunctive Mood का प्रयोग हो) तो Principal Clause में भी Verb के Past Tense रूप का ही प्रयोग होना चाहिये, Present या Future Tense का नहीं, जैसे—

Should you appoint me to the post, I *would* be highly obliged.

यहाँ Subordinate Clause (Should... post) में condition का बोध कराने के लिए Verb के Past Tense रूप (should) का प्रयोग हुआ है और इसके Principal Clause (I... obliged) में Verb के Past Tense रूप (would) का प्रयोग किया गया है। यदि यहाँ would के बरने will का प्रयोग होता तो वाक्य असुद्ध हो जाता, क्योंकि Sequence of Moods भंग हो जाता। एक-दो उदाहरण और लें—

Should there be rain, there will be good crops.

Should my son pass, I *will* be very happy.

इन दोनों ही वाक्यों में पहले Clause Subordinate है, जिसमें condition का बोध कराने के लिए Verb के Past Tense रूप (should) का प्रयोग हुआ है, पर इसके Principal Clauses में Future Tense (will) का, जो असुद्ध है। अतः will के बरने would का प्रयोग होना चाहिए।

Rule (b)—यदि condition या supposition का बोध कराने के लिए Subordinate Clause में Present या Future Tense का प्रयोग हो, अर्थात् Subordinate Clause में Indicative Mood रहे तो Principal Clause में भी Present या Future Tense का ही प्रयोग होना चाहिए, Past Tense का नहीं, जैसे—

I *shall* be glad if you *see* me to-day.

I *shall* learn how to read and write if I *buy* a book on

इन वाक्यों में Subordinate Clause में condition का बोध कराने के लिए Present Tense का प्रयोग हुआ है। अतः इनमें Indicative Mood का प्रयोग हुआ है, Subjunctive Mood का नहीं और इसलिए Principal Clause में भी Future Tense का प्रयोग हुआ है, जो शुद्ध है। यहाँ shall के बदले should का प्रयोग प्रशुद्ध होता, क्योंकि इससे Sequence of Moods भंग हो जाता है। याद रखें कि यह नियम Sequence of Moods से सम्बन्धित है जिसके अनुसार Principal Clause और Subordinate Clause के बीच एक ही प्रकार का Mood रहना चाहिए—दोनों में Subjunctive (Past Tense का प्रयोग करके) या दोनों में Indicative (Present या Future Tense का प्रयोग करके)। आप इस sequence को भंग न करें। कुछ उदाहरण और लें—

I should be glad if you will see me.

I will not do it if I were you.

यहाँ पहले वाक्य में Principal Clause में Verb के Past Tense रूप (should) का प्रयोग हुआ है जिससे यह पता चलता है कि यहाँ Subjunctive Mood का प्रयोग हुआ है। इसलिए Subordinate Clause में भी Past Tense का प्रयोग करके इसे Subjunctive Mood में रखना चाहिए। अतः यहाँ will के बदले would का प्रयोग होना चाहिए। यदि आप will को ही रखना चाहते हैं, अर्थात् Subjunctive Mood के बदले Indicative का प्रयोग चाहते हैं, Principal Clause के should को shall में बदल दें। इस प्रकार ये दोनों ही Clauses Indicative Mood में आ जायेंगे। दूसरे वाक्य में Subordinate Clause में Subjunctive Mood का प्रयोग हुआ है और इसलिए Principal Clause में भी Subjunctive Mood का प्रयोग होना चाहिए, अर्थात् यहाँ will के बदले would का प्रयोग होना चाहिए। संक्षेप में, आप इस नियम को याद रखें—

To express a condition and its consequence the Indicative Mood should be followed by the Indicative and the Subjunctive by the Subjunctive.

इसी नियम को सविस्तार व्याख्या ऊपर की गयी है।

EXERCISE

Q. Correct the following sentences—

(a) Should he pass, his friends will be happy. (b) His parents would be very happy if he will pass. (c) I should be sorry if you fail this time. (d) I would do it if I was you (e) If I were he, I will accept this proposal. (f) Should you repeat this mistake you will suffer in life. (g) I will be very happy if I were a bird.

Hints— (a) friends would be; (b) he would; (c) you failed or would fail, (d) I were you; (e) I would; (f) you would; (g) should be happy.

Rule XIX. Omission of Infinitive

Rule (a) Please, hear, see, need not, dare not, feel, make, let, bid, behold, watch, shall, should, will, would, can, could, may, might, do, did एवं must के बाद Infinitive का बिना to लिखा रहता है; जैसे—

Please help me.

I heard him cry.

He need not *go*.

He dare not *do*.

I made him *laugh*.

Let him *read*.

इन वाक्यों में *help, cry, go, do, laugh* तथा *read* के पहले *to* छिपा हुआ जो छुड़ है; वहाँ *to* का प्रयोग अनुचित होता। अब इन वाक्यों को देखें—

I bade him *to go*.

He made me *to laugh*.

I heard him *to whisper*.

I saw him *to take my book*.

इन वाक्यों में *to* का प्रयोग अशुद्ध है। हाँ अब वे Verbs Passive Voice में आते हैं, तो *to* अवश्य आता है; जैसे—

He *was made to sing*.

He *was seen to take my book*.

यहाँ *to* को छिपाया नहीं जा सकता। हाँ, *let* के साथ ऐसा नहीं होता, क्योंकि Passive Voice में भी इसके बाद *to* नहीं आता—He *was let go*.

देखिए इस वाक्य को जिसमें *make* के बाद *to* का प्रयोग अशुद्ध है, क्योंकि 'make' Active Voice में है—

“*Let this public mercy to the Church of God make you to forget your private sorrow.*”

—OLIVER CROMWELL

Rule (b)— *Better, had better, had rather, had sooner* और *had as soon as* के बाद *to* छिपा रहता है; जैसे—

You *had better go*.

I *had rather rest than work*.

यदि यहाँ *go, rest* और *work* के पहले *to* का प्रयोग कर दिया जाय, तो वह अशुद्ध होगा। अब इन वाक्यों को देखें—

I *had better to sleep*.

He *had rather to die than to live*.

यहाँ *sleep, die* और *live* के पहले *to* का प्रयोग अशुद्ध है।

Rule (c)— *But, except, than* तथा *as* के बाद *to* छिपा रहता; जैसे—

He *did nothing but talk and laugh*.

यहाँ *talk* और *laugh* के पहले *to* का प्रयोग अशुद्ध होता।

EXERCISE

Q. *Correct the following sentences—*

- (a) I heard him to murmur against me. (b) He dare not to oppose me.
 (c) You need not to worry. (d) The beggar had better to die than to live in misery.
 (e) Better to reign in hell than to serve in heaven. (f) I made him to do this work.
 (g) Please to give me some help. (h) He did nothing but to laugh all the time.

(i) He did everything except to inform me. (j) He is better able to walk than to run. (k) I was made sing. (l) He was heard say so.

Hints— Don't use 'to' in sentences from (a) to (i); (j) than run; (k) to sing; (l) to say.

Rule XX. Present and Perfect Infinitives

Rule (a)— जिन Verbs से command, desire, hope, fear या intention का बोध हो (जैसे, to command, to order, to desire, to wish, to like, to intend, to expect, to hope etc.) और वे Present Tense में रहें, तो उनके बाद Present Infinitive का प्रयोग होना चाहिए, Perfect का नहीं; जैसे—

I hope to meet you.

I intend to write him a letter.

I desire to see him.

यहाँ Present Infinitives क्रमशः to meet, to write और to see का प्रयोग शुद्ध है। यदि यहाँ Perfect Infinitives (to have met, to have written, and to have seen) का प्रयोग होता तो वे अशुद्ध समझे जाते।

Note — जिन Verbs से command, desire, hope, fear या intention का बोध हो और वे Past Tense में रहें, तो उनके बाद शुद्ध व्याकरण की दृष्टि से, Present Infinitive का प्रयोग होना चाहिए (I hoped to meet you), पर Perfect Infinitive का प्रयोग अशुद्ध नहीं माना जाता, क्योंकि ऐसी अवस्था में Perfect Infinitive के प्रयोग से unfulfilled purpose का बोध होता है; जैसे—

I hoped to have met you.

इस वाक्य से यह बोध होता है कि 'मैंने मुझसे मिलने की आशा (इच्छा) की थी, पर ऐसा नहीं हो सका'। कुछ लोगों का विचार है कि ऐसा प्रयोग नहीं होना चाहिए, अर्थात् Past Tense रहने पर वेमें Verbs के बाद Perfect Infinitive का प्रयोग नहीं करना चाहिए, पर भेरे जानते प्रयोग की दृष्टि से इसे अशुद्ध नहीं कहा जा सकता।

"After Past Tense of hope, fear, expect and the like, the Perfect Infinitive is used, incorrectly indeed and unnecessarily, but so often and with so useful an implication that it may well be counted idiomatic. That implication is that the thing hoped etc. did not in fact come to pass, and the economy of conveying this without a separate sentence compensates for lack of logical precision."

—FOWLER : MODERN ENGLISH USAGE

अब इन वाक्यों को देखें—

I intended to have written to him.

I wanted to have seen him.

कुछ लोगों का कहना है कि यहाँ to have written और to have seen का प्रयोग अशुद्ध है। उनके अनुसार यहाँ क्रमशः to write और to see का प्रयोग होना चाहिए। भेरे विचार से ये वाक्य अशुद्ध नहीं हैं। हाँ, यदि अल्प Perfect Infinitive का प्रयोग यहाँ

नहीं करना चाहते, तो इन वाक्यों को इस प्रकार लिखें, जो ग़ुद हैं—

I intended *to write* to him but could not.

I wanted *to see* him but could not.

Rule (b)— Past Conditionals (जैसे—should have liked, would have been the first etc.) के बाद Present Infinitive का प्रयोग करना चाहिए, Perfect Infinitive का नहीं; जैसे—

I should have liked *to see* him.

I would have been the first *to oppose* him.

इन दोनों ही वाक्यों में Present Infinitives (to see और to oppose) प्रयोग हुआ है, जो ग़ुद हैं। यहाँ Perfect Infinitives (to have seen और to have opposed) का प्रयोग अग़ुद होता।

EXERCISE

Q. *Correct the following sentences -*

(a) I hope to have succeeded. (b) I desire to have accompanied you. (c) I should have liked to have visited Delhi. (d) I would have been the first to have accepted your proposal. (e) I intend to have written to him.

Hints— (a) to succeed; (b) to accompany; (c) to visit; (d) to accept; (e) to write.

Rule XXI. Noun/Adjective and Infinitive

कुछ वाक्यों में Noun या Adjective के बाद Infinitive आता है, जो उन Noun या Adjective का गुण बतलाता है; जैसे—

This is a house *to let*.

English is difficult *to learn*.

ऐसे वाक्यों में Infinitive सधारणतया Active Voice में रहता है। इसीलिए इन वाक्यों में to let और to learn के Passive Voice (to be let, to be learnt) का प्रयोग अग़ुद होता। कुछ उदाहरण और लें—

Radium is not easy *to get*.

I have nothing *to show*.

He has nothing *to do*.

She is difficult *to please*.

It is easy *to promise* but difficult *to keep*.

Meat is hard *to digest*.

I have several books *to sell*.

Grapes are good *to eat*.

इन वाक्यों में Infinitives (to get, to show, to do, to please, to promise, to keep, to digest, to sell, and to eat) को Passive Voice में रखना अग़ुद होता। अब देखें इन वाक्यों को—

He has nothing *to be done*.

I have many mangoes *to be eaten*.

You are difficult *to be pleased*.

Gold is not easy *to be found*.

इस वाक्यों में *to be done, to be eaten, to be pleased* और *to be found* के बदले क्रमशः *to do, to eat, to please* और *to find* का प्रयोग होना चाहिए। अन्त में सेलक ऐसे वाक्यों में Active Voice का प्रयोग करते हैं—

"Put this way it is plainly not an easy question to answer."

—1. A. RICHARDS

EXERCISE

Q. Correct the following sentences—

(a) Mathematics is difficult to be learnt. (b) It is easy to be said but difficult to be done. (c) The work is easy to be performed. (d) Gram is hard to be digested. (e) She is difficult to be pleased

Hints—(a) to learn, (b) to sayto do; (c) to perform, (d) to digest; (e) to please.

Rule XXII. Gerund and Possessive Case

यदि वाक्य में Gerund के साथ Noun या Pronoun का व्यवहार करना हो, तो उस Noun या Pronoun के Possessive Case का प्रयोग करना चाहिए और उसे Gerund के ठीक पहले रखना चाहिए; जैसे—

I ask the favour of *your granting* me leave.

Ram won by *Mohan's missing* a chance.

यहाँ पहले वाक्य में Possessive Pronoun 'your' को Gerund (*granting*) के पहले रखा गया है। यदि हम ऐसा लिखें—

I ask *your* favour of *granting* me leave.

तो यह अशुद्ध होगा, क्योंकि Pronoun 'your' Gerund के ठीक पहले नहीं आया है। दूसरे वाक्य में भी Noun 'Mohan's' को Possessive Case में रखा गया है, जो Gerund 'missing' के पहले आया है। यदि हम ऐसा लिखें—

Ram won by *Mohan missing* a chance.

तो यह अशुद्ध होगा, क्योंकि Mohan को Possessive Case में नहीं रखा गया है। एक-दो उदाहरण और लें—

You may rely upon *my doing* all in my power.

In no other religion is there a thought of *man's being* saved by grace.

यहाँ पहले वाक्य में Pronoun 'my' Possessive Case में है और उसे Gerund के पहले रखा गया है। इस वाक्य में *my* के बदले *me* का प्रयोग अशुद्ध होता। दूसरे वाक्य में भी Noun 'man' को Possessive Case (*man's*) में रखा गया है। जो Gerund के पहले आया है। यहाँ *man's* के बदले *man* का प्रयोग अशुद्ध होता।

Note—यदि Gerund के बदले कोई ऐसा Noun आये जिसका Possessive Case नहीं बन सके, तो 's लगाकर उसे Possessive में रखने की कोशिश नहीं करनी

वाच्य; जैसे—

We look forward to much *attention being* given.

I depend on the *wall being* built immediately.

यहाँ *attention* के बहने *attention's* और *wall* के बहने *wall's* का प्रयोग प्रयुक्त नहीं होता, क्योंकि 's लगा कर इसका Possessive Case नहीं बनता है।

Rule XXIII. Gerund and Infinitive

Purpose (उद्देश्य) का बोध कराने के लिए Infinitive का प्रयोग करना चाहिए और cause (कारण) का बोध कराने के लिए for के साथ Gerund का; जैसे—

I will go to Patna *to purchase* books.

He was hanged *for committing* murder.

यहाँ पहले वाक्य से purpose का बोध होता है। इसीलिए Infinitive (to purchase) का प्रयोग हुआ है। दूसरे वाक्य में cause बनाने के लिए for के साथ Gerund (for committing) का प्रयोग किया गया है, जो शुद्ध है। अब इन वाक्यों को देखें—

I will go to Patna *for purchasing* books.

He was hanged *to commit* murder.

यहाँ पहले वाक्य में purpose के बर्थ में Gerund का प्रयोग और दूसरे में cause के बर्थ में Infinitive का प्रयोग प्रशुद्ध है। आगे देगी भूतों से अवगत करें।

EXERCISE

Q. Correct the following sentences—

- (a) Nothing can prevent it being the main issue at the general election.
 (b) Please pardon me reminding you. (c) I was displeased at the barber not coming. (d) I was pleased at him coming to-day. (e) I have purchased books for reading. (f) I have asked him for seeing me to-day.

Hints—(a) its; (b) my; (c) barber's; (d) his; (e) to read; (f) to see.

Rule XXIV. Unattached Participle

Participle के प्रयोग में सबसे बड़ी अशुद्धि यह होती है कि लोग ऐसे वाक्य में जो ही कहीं भी रख देते हैं, इसको उपयुक्त Noun या Pronoun के साथ नहीं जोड़ते। इसी अशुद्धि को Unattached Participle या Wrongly Attached Participle कहा जाता है, जिसकी चर्चा करते हुए कहा गया है—

“The Unattached or Wrongly Attached Participle is one of the blunders most common with illiterate or careless writers.”

—FOWLER : KING'S ENGLISH

इस भयंकर भूल से बचने के लिए आप यह याद रखें कि वाक्य में Finite Verb का जो Subject होता है उसी Subject के लिए Participle का प्रयोग होता है, किसी अन्य Noun या Pronoun के लिए नहीं; जैसे—

Walking along the street, I asked him to go home.

Having met my brother, I asked him to go home.

इन दोनों वाक्यों में Unattached या Wrongly Attached Participle की

गलती नहीं हुई है, क्योंकि पहले वाक्य में Finite Verb 'met' का Subject है । जिसके लिए walking का प्रयोग हुआ है—

Walking along the street=While I was walking along the street.

दूसरे वाक्य में asked का Subject है । जिसके लिए having met का प्रयोग हुआ है—

Having met my brother=I having met my brother.

इस प्रकार हम देखते हैं कि इन दोनों वाक्यों में Finite Verb के Subject हो के लिए Participle का प्रयोग हुआ है अर्थात् वाक्य का Subject Verb और Participle का common factor है—S (V+P)=Subject (Verb+Participle). अब इन वाक्यों को देखें—

Standing upon this house, the whole village can be seen.

Going to school, a snake bit him.

इन वाक्यों में Wrongly Attached Participle का दोष आ गया है, क्योंकि पहले वाक्य का Subject है village, पर इसके लिए standing का प्रयोग नहीं हुआ है—

Standing upon this house=the village standing upon this house, इसका कोई अर्थ ही नहीं लग सकता ।

दूसरे वाक्य का Finite Verb है bit और इसका Subject है snake. तो क्या 'going' 'snake' के लिए आया है ? क्या लिखने का अप्रिभाव है—

A snake going to school, bit him ?

नहीं, क्योंकि इसका भी कोई उचित अर्थ नहीं लग सकता । तो हम देखते हैं कि इन दोनों वाक्यों में Finite Verb के Subject के लिए Participle का प्रयोग नहीं हुआ है; Participle का प्रयोग किसी दूसरे Noun या Pronoun के लिए किया गया है, पर असावधानी से उस Noun या Pronoun का प्रयोग नहीं करके Participle को अनुपयुक्त Noun या Pronoun के साथ जोड़ दिया गया है, जिससे Wrongly Attached Participle का दोष आ गया है । ऐसे वाक्यों को सुद्ध करने का दूसरा नियम यह है—(i) Participle के साथ उपयुक्त Noun या Pronoun का प्रयोग करें और (ii) Participle को Finite Verb का रूप दें; जैसे—

Going to school, a snake bit him.

इसका सुद्ध रूप यह है—

While he was going to school, a snake bit him.

एक दो उदाहरण और लें—

Walking across the bridge, his walking-stick broke.

Sleeping in my room, a ghost haunted my dreams.

ये वाक्य असुद्ध हैं, क्योंकि पहले वाक्य में walking-stick के लिए walking और दूसरे में ghost के लिए sleeping का प्रयोग हो गया है, जिनका कोई अर्थ ही नहीं हो सकता । इनके सुद्ध रूप ये हैं—

While he was walking across the bridge, his walking-stick broke.

चाहिए; जैसे—

We look forward to much *attention being* given.

I depend on the *wall being* built immediately.

यहाँ *attention* के बदले *attention's* और *wall* के बदले *wall's* का प्रयोग नहीं होता, क्योंकि 's लगा कर इनका Possessive Case नहीं बनता है।

Rule XXIII. Gerund and Infinitive

Purpose (उद्देश्य) का बोध कराने के लिए Infinitive का प्रयोग करना बर्बर cause (कारण) का बोध कराने के लिए for के साथ Gerund का; जैसे—

I will go to Patna *to purchase* books.

He was hanged *for committing* murder.

यहाँ पहले वाक्य से purpose का बोध होता है। इसलिए Infinitive (*to purchase*) का प्रयोग हुआ है। दूसरे वाक्य में cause बतलाने के लिए for के साथ Gerund (*for committing*) का प्रयोग किया गया है, जो शुद्ध है। अब इन वाक्यों को ऐसे—

I will go to Patna *for purchasing* books.

He was hanged *to commit* murder.

यहाँ पहले वाक्य में purpose के अर्थ में Gerund का प्रयोग और दूसरे में cause के अर्थ में Infinitive का प्रयोग अशुद्ध है। आप देखी मूलों से अवश्य बचें।

EXERCISE

Q. Correct the following sentences—

- (a) Nothing can prevent it being the main issue at the general election.
 (b) Please pardon me reminding you. (c) I was displeased at the barber's coming. (d) I was pleased at him coming to-day. (e) I have purchased books for reading. (f) I have asked him for seeing me to-day.

Hints—(a) its; (b) my; (c) barber's; (d) his; (e) to read; (f) to see

Rule XXIV. Unattached Participle

Participle के प्रयोग में सबसे बड़ी अशुद्धि यह होती है कि लोग इसे वाक्य में जो कहीं भी रख देते हैं, इसको उपयुक्त Noun या Pronoun के साथ नहीं जोड़ते। अशुद्धि को Unattached Participle या Wrongly Attached Participle कहा जाता है, जिसकी चर्चा करते हुए कहा गया है—

"The Unattached or Wrongly Attached Participle is one of the blunders most common with illiterate or careless writers."

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इस भयंकर भूल से बचने के लिए आप यह याद रखें कि वाक्य में Finite Verb को Subject होता है उसी Subject के लिए Participle का प्रयोग होता है, Finite Verb Noun या Pronoun के लिए नहीं; जैसे—

Walking along the street, I asked him to go home

Having met my brother, I asked him to go home.

इन दोनों वाक्यों में Unattached या Wrongly Attached Participle का प्रयोग

वहीं हुई है, क्योंकि पहले वाक्य में Finite Verb 'met' का Subject है I जिसके walking का प्रयोग हुआ है—

Walking along the street=While I was walking along the

दूसरे वाक्य में asked का Subject है I जिसके लिए having met का प्रयोग

Having met my brother=I having met my brother.

इस प्रकार हम देखते हैं कि इन दोनों वाक्यों में Finite Verb के Subject हो के लिए Participle का प्रयोग हुआ है अर्थात् वाक्य का Subject Verb और Participle का जोन फ़ैक्टर है—S (V + P)=Subject (Verb + Participle). अब इन वाक्यों

Standing upon this house, the whole village can be seen.

Going to school, a snake bit him.

इन वाक्यों में Wrongly Attached Participle का दोष आ गया है, क्योंकि पहले Subject है village, पर इसके लिए standing का प्रयोग नहीं हुआ है—

Standing upon this house=the village standing upon this house, कोई अर्थ ही नहीं लग सकता।

दूसरे वाक्य का Finite Verb है bit और इसका Subject है snake. तो क्या 'snake' के लिए खासा है? क्या लिखने का अभिप्राय है—

A snake going to school, bit him ?

नहीं, क्योंकि इसका भी कोई उचित अर्थ नहीं लग सकता। तो हम देखते हैं कि इन वाक्यों में Finite Verb के Subject के लिए Participle का प्रयोग नहीं हुआ है, Participle का प्रयोग किसी दूसरे Noun या Pronoun के लिए किया गया है, पर जो भी उस Noun या Pronoun का प्रयोग नहीं करके Participle को अनुपयुक्त या Pronoun के साथ जोड़ दिया गया है, जिसे Wrongly Attached Participle का दोष आ गया है। ऐसे वाक्यों को शुद्ध करने का दूसरा नियम यह है—(i) Participle के साथ उपयुक्त Noun या Pronoun का प्रयोग करें और (ii) Participle को Verb का रूप दें; जैसे—

Going to school, a snake bit him.

इसका शुद्ध रूप यह है—

While he was going to school, a snake bit him.

दूसरे दो उदाहरण और लें—

Walking across the bridge, his walking-stick broke.

Sleeping in my room, a ghost haunted my dreams.

ये वाक्य असुद्ध हैं, क्योंकि पहले वाक्य में walking-stick के लिए walking और ghost के लिए sleeping का प्रयोग हो गया है, जिसका कोई अर्थ ही नहीं हो इसके शुद्ध रूप ये हैं—

While he was walking across the bridge, his walking-stick

6. I will be glad to welcome you any time.
7. I expected to have returned in time but could not.
8. I don't think I will be able to help you.
9. I will always remember you helping me.
10. Do you mind me reminding you ?
11. Why should he insist upon you leaving at once ?
12. I cannot help but remark that you are guilty.
13. Turning now to the record, it appears to be unreliable.
14. Have you not heard of him being punished ?
15. She laid in bed all day.
16. Ploughing the field, a serpent appeared.
17. He rung the bell and bid his servant to bring tea.
18. I will be delighted to dine with you.
19. Having failed in the first attempt, the work was discontinued.
20. If it was possible, it should be done at once.
21. While waiting for him, a storm arose.
22. I have passed the examination last year.
23. He started for Patna on Sunday, arriving there on Monday.
24. *Sitting in his room*, a dog entered.
25. Being an extremely cold day, I remained indoors.
26. Should you help me I shall be obliged to you.
27. *He talks English well.*
28. He avoids to see me.

Hints—1. has not implemented; 2. and hanged yesterday; 3. must bring
 4. she would; 5. upon his; 6. I should be glad; 7. to return; 8. I shall be
 9. your helping; 10. mind my; 11. upon your; 12. cannot help remarking
 13. If one turns/If we turn to the record; 14. of his; 15. she lay; 16. While a
 farmer was ploughing ...; 17. rang.....servant bring; 18. I should be
 19. He/we having failed ...; 20. If it is; 21. While I was (one was) waiting ...
 22. I passed; 23. on Sunday and arrived, 24. While I was (one was) sitting
 25. As it was an extremely cold day ...; 26. I should be obliged; 27. He
 speaks. 28. Avoids seeing me.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. I had witnessed a show last night.
 2. He had been married in 1945.
 3. I finished my work before I met him.
 4. Who had discovered America ?
 5. Let us discuss about these poems.
 6. What will I do then ?
 7. He asked if the meeting can be postponed.
 8. You never have and never can or will take this bold step.
 9. Who hanged this map on the wall ?
 10. Ten new members have been enrolled and five resigned.
1. This is the greatest misfortune that has ever or could ever overtake
 our nation.
 I hope I will fail.

13. I decided to at once call a meeting.
 14. Being a rainy day, I remained in-doors.
 15. Standing on the roof, a helicopter flew over me.
 16. Reading in my study room, the clock struck twelve.
 17. I have passed the examination next year.
 18. He has come here the other day.
-

"A people that grows accustomed to sloppy writing is a people in process of losing grip on its empire and on itself."

—EZRA POUND

COMMON ERRORS

इस अध्याय में हम उन अशुद्धियों की चर्चा करेंगे जो शब्द के अनुसृत प्रयोग से होती हैं। शब्दों के अशुद्ध प्रयोग वाले कुछ वाक्य नीचे दिये गये हैं जिनके शुद्ध रूप ब्रैकेट (bracket) के भीतर दिये हुए हैं।

(A) ONE WORD FOR ANOTHER

- He is given free *boarding* and lodging. (board)
 There is a *crowd* of girls. (bevy)
 This house is made of *bricks*. (brick)
 There is a *crowd* of grapes. (bunch)
 He has not paid the *fooding* charge. (food)
 I enjoy *freeship*. (free-studentship)
 He has applied for *lecturership*. (lectureship)
 The house is beyond *repairs*. (repair)
 You are a man of *words*. (word)
 He is true to his *words*. (word)
 I have sent a *petition* for casual leave. (an application)
 He is out of *door*. (doors)
 I have placed *order* for a book. (orders)
 He is out of *spirit*. (spirits)
 I am out of *sort*. (sorts)
 I am a man of *part*. (parts)
 He applied himself to *study*. (studies)
 I am resting in the *shadow* of a tree. (shade)
 There is no *place* on this berth. (room)
 I have no *rupees*. (money)
 He *walked* on his cycle. (rode)
 My salary is Rs. 400/- *per month*. (per mensem or a month)
 My salary is Rs. 4800/- *per year*. (per annum or a year)
 Please credit this amount to my *name*. (account)
Good bye, Ram, I am glad to see you. (Good evening)
Good night, sir, you are welcome. (Good evening)
 The *weather* of this place suits me. (climate)
 You are *addicted* to reading. (habituated)

- It is an *ancient* chair. (old)
- This great poem is very *artful*. (artistic)
- I like your *childish* nature. (child-like)
- Shakespeare was an *imaginary* poet. (imaginative)
- As he is *sick*, he is absent. (ill)
- Please grant me *ill* leave. (sick leave)
- The great saint is *notorious* in the spiritual field. (famous)
- You are a *luxuriant* man. (luxurious)
- He is our *mutual* friend. (common)
- He rose by dint of *sheer* merit. (great)
- They are *sworn* enemies. (avowed)
- I *richly* deserve this honour. (highly, greatly)
- It is *utterly* right. (wholly, perfectly)
- I have done *good* at the examination. (well)
- The thief stood *in front of* the judge. (before)
- It is 4-30 *in* my watch. (by)
- It is *totally* good. (wholly)
- It is *totally* clear to me. (perfectly, thoroughly)
- The pot is *vacant*. (empty)
- I admire her *womanish* virtues. (womanly)
- I *took* my bath and tea in the morning. (had)
- I *took* my meal. (I had/ate my meal)
- I *took* my admission. (I was admitted or I got myself admitted)
- I *took* my birth in 1920. (I was born)
- He invited me but I *denied*. (declined)
- He *dented* to help me. (refused)
- I *drink* tea in the morning and milk in the evening. (take)
- A lot of men *suspect* the existence of God. (doubt)
- The police *doubted* him. (suspected)
- The ship was *drowned* in the sea. (The ship sank)
- Fishes *float* in the river. (swim)
- A piece of wood is *swimming*. (floating)
- The picture was *hanged*. (hung)
- I cannot *rise* it. (raise)
- I will do it *some way* or another. (some way or other/one way or another)
- Neither of them saw *each other*. (saw the other)
- The two cars were following *each other*. (one car was following the other)
- I went there *especially* to see him. (specially)
- I cannot stay here *any more*. (any longer)

He was *hung* for murder. (hanged)

The smoke is *raising* from huts. (rising)

I *hope* that I shall fail. (fear)

Columbus *invented* America. (discovered)

You *enjoy* bad health. (You have)

I *told* him good morning. (bade)

He *tells* me a fool. (calls)

He has *stopped* at my house for a week. (stayed)

He *saw* my certificates. (looked into)

The doctor *saw* my pulse. (felt)

Have you *seen* all the examination papers? (examined)

See this word in the dictionary. (look up)

The teacher *told* that the earth is round. (said)

My friend *tells* that the Second Five-Year Plan is not good.
(says, feels, believes)

I have *given* examination this year. (appeared at)

He *broke* the news of my grand success. (communicated)

I could not help to *laugh*. (laughing)

My parrot *speaks*. (talks)

He *talks* English well. (speaks)

Do not *speak* a lie. (tell)

He *told* the truth. (spoke)

What to speak of helping me, he did not even speak to me.
(Not to speak of)

He *shook* my hand. (shook hands with me)

Except for your help I should have been in a difficult position.
(Without or But for)

(B) SUPERFLUOUS WORDS

The fact is *true*. (It is a fact)

He *picked up* a quarrel. (picked a quarrel)

He died at the age of *seventy years*. (seventy)

I met a child of *five years old*. (five years or a five-year old child)

The clock has *struck* six *hours*. (six)

It is *almost quite* right. (quite right or almost right)

It is *rather* unique. (It is unique.)

I walked on *my feet*. (on foot)

He is my cousin *brother*. (cousin)

He *ordered for* his dismissal. (ordered his dismissal)

- You are my only *one* friend. (only friend)
 There is no *other* alternative. (no alternative)
 The poet describes *about* nature. (describes nature)
 I saw him *on* last Friday. (saw him last Friday)
 I doubt *as to* whether he is honest. (doubt whether)
 Let us discuss *about* the problem. (discuss the problem)
 I am investigating *into* the case. (investigating the case)
 I am contesting *for* a seat. (contesting a seat)
 I recommended *for* him to the Principal. (recommended him to
 the Principal)
 Her face resembles *to* her mother. (resembles her mother's)
 Wait here until I *do not* return. (until I return)
 Unless you *do not* labour hard, you will not pass. (Unless you
 labour hard)

(C) WORDS OMITTED

- Please come at *mine*. (my house, place, residence)
Yours of the 10th instant is to hand. (Your letter)
 I *find* hard to do it. (find it hard)
Suffice to say. (Suffice it to say)
 I *know* him a good man. (know him to be)
 He *appears* honest. (appears to be)
 He does not *know to* read and write. (how to read and write)
 It is *regarded* sacred. (regarded as)
 I *took* him a thief. (for a thief)
 I have a pen *to write*. (to write with)
 You have a house *to live* and a chair *to sit*. (to live in to
 sit on)
 He resides in a *boarding*. (boarding house)
Open page 15. (Open at)
 I *wrote* him to come. (wrote to him)
 I *replied* him. (replied to him)
 I *pray* God. (pray to God)
 Go there and *enjoy*. (enjoy yourself)

(D) WORDS MISPLACED

- My *family members*. (members of my family)
 Many *worth seeing* places. (Many places worth seeing)
All round the year. (All the year round)

I saw a dead horse walking across the field. (Walking across the field I saw a dead horse.)

He shot himself dead after bidding his wife good-bye with a gun. (After bidding his wife good-bye, he shot himself dead with a gun.)

He was murdered, sleeping in cold blood. (He was murdered in cold blood while he was sleeping.)

A large number of seats have been occupied by scholars that have no backs. (A large number of seats that have no backs have been occupied by scholars.)

A motor car may be driven across the bridge which weighs less than two tons. (A motor car which weighs less than two tons may be driven across the bridge.)

The death occurred yesterday afternoon at his residence of Mr. Brown. (The death of Mr. Brown occurred . . . residence.)

He gave a stool to the servant that had four legs. (He gave the servant a stool that had four legs.)

Lost a cane by a gentleman with a carved head. (Lost by a gentleman a cane with a carved head.)

I told him that he would fail as plainly as possible. (I told him as plainly as possible that he would fail.)

The storm burst just when the king reached the shore with great violence. (The storm burst with great violence just when the king reached the shore.)

Wanted a piano by a gentleman with carved legs. (Wanted by a gentleman a piano with carved legs.)

Wanted a house by a government officer that has at least four bed rooms. (Wanted by a government officer a house that has at least four bed rooms.)



WORD POWER

शुद्ध-शुद्ध बोलने और लिखने के लिए सिर्फ व्याकरण के नियमों को जानना काफी नहीं है। इसके लिए शब्दों के अर्थ को ठोक-ठोक समझना आवश्यक है। इसलिए इस अध्याय में SYNONYMS, ANTONYMS, PARONYMS और HOMONYMS की चर्चा होगी। एक ही शब्द किन प्रकार की तरह से प्रयुक्त होता है इस पर भी प्रकाश डाला जायगा, क्योंकि इन विषयों के ज्ञान से शब्दों की शक्ति को समझने में सहायता मिलेगी।

1. SYNONYMS

जो शब्द समान (अभिन्न नहीं) अर्थ नहीं रखने वाले हैं, किन्तु साथ ही उनमें भिन्नता की सूक्ष्म द्वाया भी वर्तमान रहती है वैसे शब्द SYNONYMS कहलाते हैं; उदाहरणार्थ crime इस अपराध को कहते हैं जो राज्य के विरुद्ध किया जाता है, vice वह अपराध है जो नैतिकता के विरुद्ध किया जाता है और sin वह अपराध है जो धर्म के विरुद्ध किया जाता है।

1. Assent का अर्थ है agreement (स्वीकृति), किन्तु यह पैसे के विषय से सम्बन्धित रहता है, जैसे—

The Chancellor has given his *assent* to this proposal.

Consent का भी अर्थ है agreement (स्वीकृति), किन्तु यह प्रबन्ध की बातों से सम्बन्धित है, जैसे—

The Chancellor has given his *consent* to preside over the function.

2. Addicted (बुरे गुणों के प्रथ में)—He is *addicted* to drinking.
Devoted (अच्छे गुणों के अर्थ में)—I am *devoted* to my duties.
3. Avenge (to punish evil doers on behalf of one who is weak or oppressed)—He will *avenge* the murder of his bosom friend.
Revenge (is a Noun and a Verb—to punish persons for wrongs done to oneself or someone else)—The robber took *revenge* on the officer who had arrested him.
4. Battle (between large organised armies)—Three important *battles* were fought at Panipat.
Fight (between persons or parties but without the aid of army)—The Hindus and the Muslims often *fight* for nothing.
War (between nations with the aid of large armies—is the biggest type of armed conflict between nations)—The third world *war* will destroy everything.

5. Begin (is used in a non-official sense)—I will *begin* the work soon.

- Commence (is used in an official sense)—The Principal *is notified* that the examination shall *commence* on the 15th of May, 1962.
6. Confer (to give—as an act of authority)—The President of India *confers* titles on great men.
Bestow (to give—as an act of authority)—Many presents were *bestowed* on the flood-victims.
7. Confess (to accept responsibility or guilt)—The thief *confesses* his guilt at last.
Admit (to accept as true)—My previous decision, I *admit*, was not helpful.
8. Crime (offence against law or state)—Theft is a *crime*.
Vice (offence against moral law)—Drinking is a *vice*.
Sin (offence against religion)—Telling lies is a *sin*.
9. Custom (general practice in a society, an established code of action)—Old *customs* are not always bad.
Habit (a particular tendency in an individual)—*Habit* is the second nature of man.
10. Deficient (lacking in)—He is *deficient* in manners.
Defective (having faults)—His language is very *defective*.
11. Deny (to declare something as false or untrue)—The thief *denied* all the charges against him.
Refuse (not to accept)—He *refused* to help me.
We cannot say "He *denied* to help me."
12. Discover (to find something that existed before—to bring to light something that lay hidden for others)—A new planet has been *discovered*.
Invent (to produce something new—to create what did not exist before) Many deadly weapons have been *invented* these days.
13. Drown (is used for living objects only)—The body was *drowned* in the river.
Sink (is used for both living and lifeless objects)—The ship *sank* into the ocean.
14. Famous (having importance in a good sense)—India is *famous* for her fine silk.
Notorious (having importance in a bad sense)—He is a *notorious* criminal.
Notable (is used in a good sense—having a rare quality)—Mr. Nehru was a *notable* citizen.

15. Liberty (absence of any check or restraint)— You are at *liberty* to do anything you like.
Freedom (absence of dependence)—India has now achieved political *freedom*.
16. Peaceable (attracted towards peace, as opposed to war)— The world to-day requires men of *peaceable* nature.
Peaceful (a state of peace)—Everybody by nature likes a *peaceful* life.
17. Practice (Noun—a habit—repetition of an action)—Mathematics requires *practice*.
Practise (Verb—to do repeatedly)—A false preacher only preaches, he does not *practise*.
18. Shade (a place sheltered from the sun)—Cows are resting in the *shade* of this tree.
Shadow (a dark figure projected by a body)—This *shadow* dance was very nice.
19. Stimulant (that which produces artificial energy for some time)— Tea is a mild *stimulant*.
Stimulus (that which leads from a state of inactivity)—Promotion is a *stimulus* to efficiency.
20. Vacant (not filled or occupied)—The house is *vacant*.
Empty (not containing anything)—The pitcher is *empty*.

2. ANTONYMS

किसी शब्द का अर्थ यदि दूसरे शब्द के विपरीत हो तो वह शब्द दूसरे शब्द का ANTONYM कहलाता है, जैसे cold का Antonym hot तथा comedy का Antonym tragedy है। नीचे लिखे हुए Antonyms का सावधानी से अध्ययन करना चाहिए—

| | |
|----------------------------------|------------------------------|
| Ability (योग्यता) | Incompetence (अयोग्यता) |
| Above (ऊपर) | Below (नीचे) |
| Accept (स्वीकार करना) | Reject (अस्वीकार करना) |
| Acknowledge (गर्हण स्वीकार करना) | Deny (नहीं मानना) |
| Acquit (मुक्त करना) | Convict (सजा देना) |
| Advance (भाग बढ़ना) | Retreat (पोछे हटना) |
| Advantage (लाभ, सुविधा) | Disadvantage (हानि, असुविधा) |
| Adversity (विपत्ति) | Prosperity (उन्नति) |
| Affirm (स्वीकार करना) | Deny (इनकार करना) |
| Agree (सहमत होना) | Differ (असहमत होना) |
| Agreeable (मान्य) | Disagreeable (अमान्य) |
| Allow (अनुमति देना) | Disallow (अनुमति न देना) |
| Always (सर्वदा) | Never (कभी नहीं) |

| | |
|-------------------------------|---|
| Confess (स्वीकार करना) | Deny (अस्वीकार करना) |
| Confidence (विश्वास) | Diffidence (अविश्वास) |
| Consent (सहमति) | Dissent (असहमति) |
| Create (बनाना) | Destroy (नष्ट करना) |
| Credit (उधार) | Cash (नकद) |
| Crude (अपरिष्कृत, भौंडा) | Refined (परिष्कृत) |
| Cruel (क्रूर) | Kind (दयालु) |
| Death (मृत्यु) | Life (जीवन) |
| Debtor (ऋणी, ऋद्धुक) | Creditor (ऋणदाता, महाजन) |
| Decent (भद्र) | Indecent (अभद्र) |
| Deep (गहरा) | Shallow (द्विद्वला) |
| Defendant (प्रतिवादी, मुदालह) | Plaintiff (बन्दी, मुर्दा) |
| Defensive (रक्षात्मक) | Offensive (आक्रमणात्मक) |
| Dependent (परतंत्र) | Independent (स्वतन्त्र) |
| Deposit (जमा करना) | Withdraw (निकासना) |
| Destructive (ध्वंसात्मक) | Constructive (रचनात्मक) |
| Difficult (कठिन) | Easy (सरल) |
| Diligent (उद्यमो, मेहनती) | Idle (अनुमयी, काहिल) |
| Diminish (घटना) | Increase (वदना) |
| Disease (रोग) | Health (स्वास्थ्य, भारोग्य) |
| Domestic (पालतू) | Wild (जंगली) |
| Dry (शुष्क) | Wet (घाद) |
| Do (करना, बनाना) | Undo (दिगाड़ना) |
| Ebb (माटा) | Flow (प्रवाह) |
| Early (पहले, शीघ्र) | Late (बाध, देर से) |
| Empty (खाली) | Full (परा हुआ) |
| Encourage (उत्साहित करना) | Discourage (हतोत्साहित करना) |
| Entrance (प्रवेश) | Exit (निकास) |
| Evil (दुरा) | Good (पला) |
| Exclude (छोड़ना) | Include (शामिल करना) |
| Exterior (बाहरी) | Interior (भीतरी) |
| Extraordinary (असाधारण) | Ordinary (साधारण) |
| Extravagant (अव्ययवी) | Frugal, Thrifty, Economical (मितव्ययी) |
| Examiner (परीक्षक) | Examinee (परीक्षार्थी) |
| Failure (असफलता) | Success (सफलता) |
| Fair (अच्छा) | Foul, Unfair (दुरा) |
| Faithful (विश्वासी) | Faithless (अविश्वासी) |
| Fall (पतन) | Rise (उत्थान) |
| Falsehood (असत्यता) | Truth (सत्यता) |
| Familiar (परिचित) | Strange (अपरिचित) |

| | |
|-------------------------------|--|
| Like (समान) | Unlike (असमान) |
| Like (पसंद करना) | Dislike (नापसंद करना) |
| Literate (साक्षर) | Illiterate (निरक्षर) |
| Living (जीवित) | Dead (मृत) |
| Logical (तर्कपूर्ण) | Illogical (तर्कहीन) |
| Legitimate (गायन) | Illegitimate (नाजायज) |
| Long (लम्बा) | Short (नाटा) |
| Loyal (आज्ञाकारी, विश्वासी) | Disloyal (अवज्ञाकारी, विश्वासघातक) |
| Make (बनाना) | Mar (नष्ट करना) |
| Many | Few |
| Material (भौतिक, पार्थिव) | Spiritual (अभौतिक, अर्थात्पित) |
| Masculine (पुंलिंग) | Feminine (स्त्रीलिंग) |
| Maximum (अधिकतम) | Minimum (न्यूनतम) |
| Merit (गुण) | Demerit (दोष) |
| Modest (विनम्र) | Immodest (उद्दंड) |
| Mortal (मर्यादाबद्ध) | Immortal (अमर) |
| Movable (चल) | Immovable (अचल) |
| Much | Little |
| Natural (अकृत्रिम, स्वाभाविक) | Artificial (कृत्रिम), Unnatural |
| Negative (नकारात्मक) | Positive, Affirmative (संकीकार्तात्मक) |
| Noble (उदार) | Ignoble (नीच, अधम) |
| Neither | Either |
| Obey (आज्ञापालन करना) | Disobey (आज्ञाव्यतिक्रम करना) |
| Old (वृद्ध) | Young (युवा) |
| Optimist (आशावादी) | Pessimist (निराशावादी) |
| Oral (मौखिक) | Written (लिखित) |
| Partial (पक्षपाती) | Impartial (निष्पक्ष) |
| Peace (शान्ति) | War (युद्ध) |
| Permanent (स्थायी) | Temporary (अस्थायी) |
| Permission (अनुमति) | Prohibition (रोक) |
| Persuade (राज्य करना) | Dissuade (रोकना, घना करना) |
| Please (प्रसन्न करना) | Displease (अप्रसन्न करना) |
| Pleasant (स्विकार) | Unpleasant (अस्विकार) |
| Pleasure (आनन्द) | Pain (दुःख) |
| Plenty (अनुर) | Scarcity (अभाव) |
| Polite (उन्न) | Impolite (अननु, बुर) |
| Praise (शंसा करना) | Blame (दोष देना) |
| Presence (उपस्थिति) | Absence (अनुपस्थिति) |
| Profit (लाभ) | Loss (हानि) |
| Proper (उचित) | Improper (अनुचित) |
| Public (सार्वजनिक) | Private (निजी) |

2. **Artistic** (beautiful)—This poem is *artistic*.
Artful (clever)—He succeeded by *artful* means.
Artificial (not natural)—Modern life is getting *artificial*.
3. **Barbarism** (uncivilized condition)—*Barbarism* still prevails in some parts of the world.
Barbarity (cruelty)—Great conquerors have committed several acts of *barbarity*.
4. **Beneficial** (useful—it is applied to things)—The University Act is very *beneficial*.
Beneficent (kind—it is applied to persons)—My college is run by the *beneficent* persons of the place.
5. **Ceremonious** (an excess of formality)—A friend's manners should not be *ceremonious*.
Ceremonial (relating to rites or ceremonies)—My *ceremonial* dress is very costly.
6. **Comprehensive** (extensive, that which includes a good deal)—'The Discovery of India' gives us a *comprehensive* survey of the glories of ancient India.
Comprehensible (that which can be understood)—Your ideas are not very clear and *comprehensible*.
7. **Confident** (quite sure)—A good student is *confident* of success.
Confidant (one who is entrusted with a secret)—It is not safe to make everybody your *confidant*.
8. **Contemptible** (mean, नीच)—Iago's conduct was highly *contemptible*.
Contemptuous (hateful, वृथा)—He dismissed the servant with a *contemptuous* look.
9. **Continuous** (without gap or break)—Rainfall has been *continuous* at Patna today.
Continual (with occasional breaks)—My dog keeps up a *continual* barking at night.
10. **Continuance** (duration, time of remaining)—He will get all the privileges during his *continuance* in the service.
Continuation (completion or resumption of something left incomplete)—The *continuation* of the work is delayed.
11. **Corporal** (relating to the body)—*Corporal* punishment at school was allowed till recently.
Corporeal (material)—Saints avoid *corporeal* pleasures.
12. **Childish** (is used in a bad sense and means 'silly')—You are now fairly grown-up but your habits are *childish*.
Childlike (is used in a good sense and means 'simple' and 'innocent')—Aurobindo's *childlike* simplicity pleased everyone.

13. **Dependent** (is an adjective, meaning depending on)—My car is *dependent* upon this plan.
Dependant (is a noun, meaning one depending on others)—The *dependants* of my college employees are granted full studentship.
14. **Disinterested** (unselfish, free from prejudice)—A great leader renders *disinterested* service to his society.
Uninterested (indifferent, lacking in interest in a thing)—I am *uninterested* in local politics.
15. **Diverse** (different, not alike)—Our opinions on this point are *diverse* as sky and earth.
Divers (several)—*Divers* men have tried to bring about social reforms.
16. **Effective** (having a powerful effect)—Antony's funeral speech at the death of Caesar was *effective*.
Efficient (competent, योग्य)—*Efficient* officers do not practice red-tapism.
Efficacious (sure to produce the desired effect)—'Anacin' proved *efficacious* in all types of pain.
17. **Envable** (producing or causing envy)—The performance of the college team was *enviable*.
Envious (the feeling of envy, ईर्ष्या)—A good man is not *envious* of the prosperity of his neighbours.
18. **Elemental** (relating to the elements, such as air, fire, etc.)—The expedition reached the shore in spite of *elemental* difficulties.
Elementary (primary, introductory)—*Elementary* education is now free in India.
19. **Formalism** (observance of external forms)—We should give up the *formalism* of religions.
Formality (formal or ceremonial act)—A thanksgiving ceremony is often a mere *formality*.
20. **Ghastly** (fearful)—I trembled at the *ghastly* sight.
Ghostly (relating to ghost—भूत-प्रेत जैसा)—The *ghostly* figure in the dark was a creation of my own brain.
21. **God-like** (above ordinary mortals)—An act of charity is *god-like*.
Godly (religious, virtuous)—Vinoba Bhave leads a *godly* life.
22. **Graceful** (handsome)—Cleopatra had a *graceful* appearance.
Gracious (merciful)—God save our *gracious* President!
23. **Honorary** (holding office without pay, conferred as an honour)—He got an *honorary* degree. The post of the Secretary is *honorary*.

- Honourable** (worthy of honour)—Pandit Nehru was an *honourable* man.
24. **Human** (belonging to mankind)—Struggle for existence is deeply rooted in *human* nature.
- Humane** (kind)—We must adopt a *humane* attitude towards animals.
25. **Humiliation** (loss of prestige, dishonour, अपमान)—He suffered great *humiliation* as a result of his failure.
- Humility** (politeness, नम्रता)—Right type of education produces *humility* in students.
26. **Imaginary** (unreal, fanciful)—The Equator is an imaginary line.
- Imaginative** (having creative imagination)—No poet can be great without *imaginative* power.
27. **Industrious** (laborious, active)—There is nothing impossible for an *industrious* man.
- Industrial** (relating to commerce and industry)—Bombay is an *industrial* town.
28. **Judicial** (impartial, pertaining to a judge or court of law)—A *judicial* enquiry has been recommended.
- Judicious** (wise, sensible)—A *judicious* selection of books is essential to success.
29. **Lovable** (worthy of love, that which should be loved)—He has many *lovable* qualities.
- Lovely** (nice, beautiful)—Rose is a *lovely* flower.
30. **Luxuriant** (having rich growth)—Castor oil helps *luxuriant* growth of hair.
- Luxurious** (having much of comfort and luxury)—The Zamindars led a *luxurious* life before Zamindari abolition.
31. **Memorable** (worth remembering)—The 26th of January is a *memorable* day in India.
- Memorial** (a statue etc. which helps us remember something or somebody)—The Taj Mahal is a *memorial*.
32. **Momentous** (very important)—The first battle of Panipat was a *momentous* event in the history of India.
- Momentary** (short-lived)—Physical comforts give only *momentary* pleasures.
33. **Negligent** (careless)—A great man is *negligent* about his dress.
- Negligible** (extremely unimportant or small)—The difference between the head-examiner and the co-examiner in marking is *negligible*.

13. **Dependent** (is an adjective, meaning depending on)—*My success is dependent upon this plan.*
Dependant (is a noun, meaning one depending on others)—*Dependants of my college employees are granted full studentship.*
14. **Disinterested** (unselfish, free from prejudice)—*A great man renders disinterested service to his society.*
Uninterested (indifferent, lacking in interest in a thing)—*He is uninterested in local politics.*
15. **Diverse** (different, not alike)—*Our opinions on this point are diverse as sky and earth.*
Divers (several)—*Divers men have tried to bring about social reforms.*
16. **Effective** (having a powerful effect)—*Antony's funeral speech at the death of Caesar was effective.*
Efficient (competent, योग्य)—*Efficient officers do not practice red-tapism.*
Efficacious (sure to produce the desired effect)—*'Anacin' proved efficacious in all types of pain.*
17. **Enviably** (producing or causing envy)—*The performance of our college team was enviably.*
Envious (the feeling of envy, ईर्ष्या)—*A good man is not envious of the prosperity of his neighbours.*
18. **Elemental** (relating to the elements, such as air, fire, etc.)—*The ship reached the shore in spite of elemental difficulties.*
Elementary (primary, introductory)—*Elementary education is now free in India.*
19. **Formalism** (observance of external forms)—*We should give up the formalism of religions.*
Formality (formal or ceremonial act)—*A thanksgiving ceremony is often a mere formality.*
20. **Ghastly** (fearful)—*I trembled at the ghastly sight.*
Ghostly (relating to ghost— भूत-प्रेत जैसा)—*The ghostly figure in the dark was a creation of my own brain.*
21. **God-like** (above ordinary mortals)—*An act of charity is god-like.*
Godly (religious, virtuous)—*Vinoba Bhave leads a godly life.*
22. **Graceful** (handsome)—*Cleopatra had a graceful appearance.*
Gracious (merciful)—*God save our gracious President!*
23. **Honorary** (holding office without pay, conferred as an honour)—*He got an honorary degree. The post of the Secretary is honorary.*

- Honourable** (worthy of honour)—Pandit Nehru was an *honourable* man.
24. **Human** (belonging to mankind)—Struggle for existence is deeply rooted in *human* nature.
Humane (kind)—We must adopt a *humane* attitude towards animals..
25. **Humiliation** (loss of prestige, dishonour, अपमान)—He suffered great *humiliation* as a result of his failure.
Humility (politeness, नम्रता)—Right type of education produces *humility* in students.
26. **Imaginary** (unreal, fanciful)—The Equator is an imaginary line.
Imaginative (having creative imagination)—No poet can be great without *imaginative* power.
27. **Industrious** (laborious, active)—There is nothing impossible for an *industrious* man.
Industrial (relating to commerce and industry)—Bombay is an *industrial* town.
28. **Judicial** (impartial, pertaining to a judge or court of law)—A *judicial* enquiry has been recommended.
Judicious (wise, sensible)—A *judicious* selection of books is essential to success.
29. **Lovable** (worthy of love, that which should be loved)—He has many *lovable* qualities.
Lovely (nice, beautiful) —Rose is a *lovely* flower.
30. **Luxuriant** (having rich growth)—Castor oil helps *luxuriant* growth of hair.
Luxurious (having much of comfort and luxury)—The Zamindars led a *luxurious* life before Zamindari abolition.
31. **Memorable** (worth remembering)—The 26th of January is a *memorable* day in India.
Memorial (a statue etc. which helps us remember something or somebody)—The Taj Mahal is a *memorial*.
32. **Momentous** (very important)—The first battle of Panipat was a *momentous* event in the history of India.
Momentary (short-lived)—Physical comforts give only *momentary* pleasures.
33. **Negligent** (careless)—A great man is *negligent* about his dress.
Negligible (extremely unimportant or small)—The difference between the head-examiner and the co-examiner in marking is *negligible*.

13. **Dependent** (is an adjective, meaning depending on)—My career is *dependent* upon this plan.
Dependant (is a noun, meaning one depending on others)—The *dependants* of my college employees are granted full free-studentship.
14. **Disinterested** (unselfish, free from prejudice)—A great leader renders *disinterested* service to his society.
Uninterested (indifferent, lacking in interest in a thing)—I am *uninterested* in local politics.
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Divers (several)—*Divers* men have tried to bring about social reforms.
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18. **Elemental** (relating to the elements, such as air, fire, etc.)—The ship reached the shore in spite of *elemental* difficulties.
Elementary (primary, introductory)—*Elementary* education is now free in India.
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33. **Negligent** (careless)—A great man is *negligent* about his dress.

Negligible (extremely unimportant or small)—The difference between the head-examiner and the co-examiner in marking is *negligible*.

34. **Observation** (the act of watching closely, making a remark)
Observation is an important source of knowledge. He made a significant *observation* in his speech.
- Observance** (keeping rules and rites strictly)—A superintendent of examinations must be strict in the *observance* of rules of examinations.
35. **Official** (as a noun means an 'officer', and as an adjective 'connected with an office')—All the *officials* have an *official* secrecy.
- Officious** (interfering, too ready to offer help that is not wanted)
 His *officious* manner is simply disgusting.
36. **Pitiable** (creating or arousing pity)—The victims of the earthquake were in a *pitiable* condition.
- Pitiful** (feeling pity)—God cannot be *pitiful* if you are ungrateful to your neighbours.
37. **piteous** (miserable)—Her *piteous* cry attracted a big crowd.
38. **Practical** (opposed to what is merely theoretical)
 The new classes will be started soon.
- Practicable** (possible, that which can be performed)—The extension of Three-year Degree Course is not *practicable*.
39. **Popular** (having the quality to please)—Browning was a popular poet but not a *popular* poet.
- Populous** (thickly populated)—China is a *populous* country.
40. **Refuge** (shelter)—Refugees have found no *refuge* as yet.
- Refuse** (i) as a Verb means 'not to accept' and (ii) as a noun means 'worthless materials, rubbish' etc.—He refused me a book. The vast heaps of *refuse* could not be cleared in a day.
41. **Sensible** (having sense and reason)—Every sensible person should follow such a *sensible* suggestion as yours.
- Sensitive** (touchy, easily affected)—A *sensitive* person is easily pleased or displeased too quickly.
42. **Sensuous** (capable of affecting the senses)—The perfume is *sensuous*.
- Sensual** (is used in a bad sense and means 'indulging in pleasures')—Sensual men lose both health and character. (i) as a noun means 'a society or small group')—A *sensual* society is one in which the members are only interested in their own pleasures.

43. **Spirituous** (pertaining to alcohol)—The Government is now discouraging *spirituous* drinks.
Spiritual (opposed to material; pertaining to soul or spirit)—Material progress at the cost of *spiritual* progress is harmful.
44. **Temporal** (opposed to eternal and spiritual)—The lust for *temporal* power is at the root of all conflicts.
Temporary (short-lived)—I cannot accept a *temporary* job.
45. **Union** (act of uniting)—A workers' *union* has been formed.
Unity (oneness)—Hindu-Muslim *unity* is essential.
46. **Willing** (ready without hesitation)—I am *willing* to help you.
Wilful (deliberate, conscious)—Acts of *wilful* negligence will ruin your career.
47. **Womanly** (is used in a good sense and means 'tender,' 'affectionate,' 'that which is worthy of woman')—The *womanly* qualities of Lady Macbeth could not remain suppressed.
Womanish (is used in a bad sense and means 'weak and cowardly')—It is *womanish* on a soldier's part to leave the battlefield.
48. **Verbal** (relating to words, oral)—*Verbal* orders for firing were given.
Verbose (having too many words, having more words than necessary)—His early style is *verbose*.

4. HOMONYMS

Such words as have the same form but different meanings are called **HOMONYMS**. Homonyms, strictly speaking, are separate words that are identical in form but different in meaning. For example, *pole* which means a 'stake' or 'shaft' is an English word and *pole* which means 'the terminal point of axis' is of Greek origin. But, broadly and loosely speaking, Homonyms are all those words that have the same form but different meaning. In this sense *date* and *dear*, too, are regarded as Homonyms. The following list is only a small part of hundreds of Homonyms—

1. **Arms**—His *arms* (रौंह) are broken. India is receiving *arms* (अस्त्र-सूत्र) from America.
2. **Bat**—A *bat* (चमगादड़) becomes blind during day. I hit the ball with my *bat* (बॅट).
3. **Band**—This is a nice *band* (दल) of musicians. The military *band* (बन्दा) is playing national anthem.
4. **Bar**—He drinks every evening at the local *bar* (शराबखाना). The *Bar* (बकील, बैरिस्टर) and the Bench are not on good terms. I have crossed the *bar* (बाधा, रूकावट). The window *bars* (लुह) were

broken. The criminals were put behind the *bars* (कैदियों के लड़े होने का स्थान, जेल). Have you ever tasted *bar* (एक प्रकार को समुद्री मछली) ?

5. **Base**—He is very mean and *base* (नीच). The *base* (नीच) is too weak.
6. **Become**—He *becomes* angry. It does not *become* (होना) you.
7. **Bridge**—Do you play *bridge* (एक प्रकार का तार का खेल) ? There is a *bridge* (पुल) across this river.
8. **Bear**—It is a Russian *bear* (भालू). I cannot *bear* (सहन) this loss. This tree *bears* (पैदा करना) sweet fruit.
9. **Bore**—He *bore* (सहा) his losses calmly. He *bores* (छेद करना) a hole in the wall. You are a *bore* (बहुवास से जो ऊत्रा देने वाला) in our company.
10. **Board**—He gets free *board* (भोजन) and lodging in the college hostel. This factory is managed by a *board* (संघ, काउन्सिल) of directors. When do you *board* (चढ़ना) the train today ? The *black-board* (तख्ता) is now almost white. This *card-board* (कूट, गत्ता) is quite thick.
11. **Can**—*Can* you do it ? It is a milk *can* (बरतन).
12. **Cat**—I love my *cat*. They were whipped with a *cat* (कोड़ा या चमड़ा) for criminal offences.
13. **Capital**—Patna is the *capital* (राजधानी) of Bihar. I lost not only the interest but also the *capital* (मूलधन). He was awarded *capital* punishment (मृत्युदंड).
14. **Certain**—It is not *certain* (निश्चित) whether he will come. There lived a hermit in a *certain* (किसी, अनिश्चित) village.
15. **Charge**—How much do you pay as food *charge* (मूल्य) ? There is a serious *charge* (दोषारोपण) against him.
16. **Close**—Please *close* (बन्द करना) the door. He is my *close* (जबदीकी, निकट का) relation.
17. **Composed**—He remained calm and *composed* (अविचलित) even in the teeth of difficulties. Keats has *composed* (रचा) this poem.
18. **Correspond**—This *corresponds* (मिलता-जुलता है) to that. I do not *correspond* (पत्र-व्यवहार करना) with him these days.
19. **Contract**—The *contract* (करार, डीका) is now broken. Almost every-thing *contracts* (सिकुड़ना) in winter.
20. **Country**—Our *country* (देश) is passing through a crisis. He is a *country* (देहाती) doctor. Do you like *country* (देशी) wine ?
21. **Credit**—The goods were supplied on *credit* (उपार). It is to his *credit* (गुण). Please *credit* (जमा करना) this amount to my

22. Cricket—Do you play *cricket* (एक प्रकार का खेल)? Keats found beauty even in a *cricket's* (कौचुर, एक प्रकार का कीड़ा) music.
23. Custom—All old *customs* (प्राचीन) are not bad. The officer failed to collect all the *customs* (कर, टैक्स).
24. Date—What is your *date* (तारीख) of birth? Do you like the taste of *date* (खजूर)?
25. Dear—Food stuffs are rather *dear* (महँगा) these days. He is very *dear* (प्यारा) to me.
26. Down—The signal is *down* (नीचे). It is as light as *down* (कोमल रोशनी). Even these lonely *downs* (सुहा दया ऊँचा घरातल, पठार) look lovely today.
27. Exact—Give me the *exact* (सही-ठीक) time of your arrival. Officers *exact* (बलपूर्वक वसूल करना) payment of loans from poor farmers.
28. Fast—It is a *fast* (पक्का) colour. I observe *fast* (उपवास) today. Your watch is too *fast* (तेज).
29. Fair—Have you ever been to the Sonapur *fair* (मेला)? He writes a *fair* (साफ) hand. His complexion is *fair* (गोरा). It is not a *fair* (अच्छा) business.
30. Fit—He is not *fit* (योग्य) for this post. She fell into a *fit* (मूर्च्छा)
31. Fix—I am in a *fix* (उपेक-दुन). Please *fix* (सज्जत करना, स्थिर या निश्चित करना) your attention upon this object.
32. Fine—It is a *fine* (सुन्दर, अच्छी) poem. He had to pay a *fine* (जुर्माना) of Rs. 5/-.
33. Firm—I am *firm* (स्थिर) in my view. This *firm* (दुकान, कम्पनी) is making a rapid progress.
34. Fly—Birds *fly* but man cannot. Don't kill this poor *fly* (मक्खी).
35. Ground—The *ground* (जमीन) is slippery. He was granted help on the *ground* (कारण) of poverty.
36. Hang—He *hangs* criminals (हाँसी पर लटकाना). She *hangs* pictures (दोहाल पर लटकाना).
37. Hand—A man has two *hands* (हाथ). How many *hands* (नौकर, कर्मचारी) are required in your department? Neither *hand* (मूर्ति) of my wrist-watch moves.
38. Hide—Why do you *hide* (छिपाना) yourself? This *hide* (कपड़ा) is too coarse.
39. Hood—The *hood* (गाड़ी का ढर) of my jeep is new. He is still in *boyhood* (बाल्यवस्था). The *hood* (नीप का ढर) of this cobra is terrible. A graduate wears *hood* (एक प्रकार का ढर, या टोपी जो उपाधि-पत्र के अवसर पर पहनी जाती है) and gown on the occasion of university convocation.

40. **Import**—The *import* (आयात) of food from America costs us much.
The *import* (अभिप्राय, अर्थ) of his speech is not very clear.
41. **Interest**—What is the rate of *interest* (सूद)? I do not take *interest* (रुचि) in games.
42. **Industry**—*Industry* (परिश्रम) and intelligence must go hand in hand.
It is an iron and steel *industry* (कारखाना).
43. **Issue**—She is my first *issue* (संतान). It is an important *issue* (मसला, पटना). Who will *issue* (निकालना) this notice?
44. **Just**—He is perfectly *just* (रिमानदार). He has reached here *just* (ठीक) now.
45. **Kite**—Boys are flying *kites* (पतंग, गुड्डे). *Kites* (चील) are devouring the dead body.
46. **Lie**—He *lies* (बैठना) quietly in his bed. Do not tell a *lie* (झूठ).
47. **Like**—I do not *like* (पसन्द करना) this picture. Ram is *like* (समान) Shyam.
48. **Light**—The *light* (रोशनी) is dim. The load is rather *light* (रल्का).
49. **Lead**—Who will *lead* (नेतृत्व करना) the procession? *Lead* (तौगा, लोहा) is very heavy.
50. **Long**—It is very *long* (लम्बा). I *long* (इच्छा करना) to see him.
51. **Low**—The roof is too *low* (नीचा). Cows *low* (रोटना, इकरना).
52. **Matter**—What is the *matter* (बाल; विषय)? *Matter* (पदार्थ) is perishable.
53. **Mean**—What does it *mean* (अर्थ होना)? He is very *mean* (नीच).
It is a golden *mean* (मध्यवर्ती, औसत).
54. **Minute**—Wait a *minute* (मिनट). He gave *minute* (बारीक) details of the incident.
55. **Mole**—A *mole* (छुसुंदर) gives out foul smell. There is a *mole* (दिन, काला मस्सा) on her cheek.
56. **Move**—Please *move* (हिलाना) it. Who will *move* (देह करना) this resolution? Her tears *moved* (द्रवित करना) me at once. Asia is on the *move* (प्रगति, क्रांति, परिवर्तन).
57. **Object**—A transitive verb has an *object* (कर्म). It is an *object* (विषय, कारण) of envy. He clearly explained his aims and *objects* (उद्देश्य). I do not *object* (विरोध करना) to your plan.
58. **Present**—He is *present* (हाजिर) here. I gave him several *presents* (उपहार).
59. **Patient**—He is a T. B. *patient* (रोगी). Be *patient* (साम्म, स्थिर, धैर्य) for some time more.
60. **Pole**—The North *Pole* (ध्रुव) is too cold. It is a bamboo *pole*

61. **Right**—You are *right* (ठीक). It is my *right* (दाहिना) hand. A citizen has several *rights* (अधिकार).
62. **Rest**—I must take *rest* (आराम) now. *Rest* (सक्ती) is O. K. A house *rests* (टिकना, स्थिर रहना) on poles and pillars.
63. **Reel**—Please wind this thread on a *reel* (तागा या तार लपेटने की रील). His head *reels* (चक्कर खाना).
64. **Save**—Please *save* (रक्षा करना) me. All have left *save* (बलबारे) and except Ram.
65. **Set**—I gave him a *set* (समुदाय, संग्रह) of books. The sun *sets* (डूबना) in the west. All the questions have been *set* (चुनना). A costly stone has been *set* (बढ़ना) on my ring.
66. **Second**—I will not wait even for a *second* (सेकेण्ड). Is she your *second* (दूसरी) wife? I *second* (समर्थन करना) this proposal.
67. **Sentence**—It is a negative *sentence* (वाक्य). He is *sentenced* (दंडित होना) to death.
68. **Sole**—A thorn pierced into my *sole* (तलवा). The *sole* (जूते का तबन्दा) of my shoe has rubbed out. Man is the *sole* (एकमात्र, अकेला) judge of truth.
69. **Sort**—What *sort* (तरह) of man is he? The postman *sorts* (बदल-बदल करके, छांटना) out letters.
70. **Subject**—A finite verb agrees with its *subject* (कर्त्ता). The king did not care for his *subject* (पना). What is the *subject* (विषय) of your speech? The price of the book is *subject* (आश्रित, निर्भर) to changes from time to time.
71. **Suit**—I have a woollen *suit* (सूट). This does not *suit* (शोभा देना, अच्छा लगना) you. This programme does not *suit* (अनुरूप होना) me. It is a civil *suit* (मुकदमा).
72. **Top**—Boys like to spin a *top* (लट्टू). He is standing at the *top* (चोटी) of a hill. You will *top* (सबसे आगे बढ़ जाना) the list of successful candidates.
73. **Too**—It is *too* (उचित से अधिक) hot. He, *too* (भी), will join us.
74. **Trumpet**—The *trumpet* (सौगा, एक प्रकार का बाजा) has inspired our soldiers. Elephants *trumpet* (चिन्वाइना).
75. **Void**—Dr. Rajendra Prasad's death has created a *void* (गुन्व स्थल) in our public life. The law is now null and *void* (बेकार).
76. **Well**—It is a deep *well* (कुआँ). I am all *well* (स्वस्थ). I have done *well* (अच्छा, सफलतापूर्वक). Water is *welling* up (निकलना). *Well* (अच्छा), I will see to it.
77. **Will**—Who *will* go? God *willed* (रच्चा करना) that man should die. He left a *will* (वसीयतनामा) behind his death.

78. Wind—The *wind* (हवा) is blowing hard. Please *wind* (बाजी देना) the watch. Let us now *wind* up (समेटना, बंद करना) the discussion.
79. Word—Proper use of *word* (शब्द) is essential for good style. He sent me *word* (संदेश) that he would come. He gave me *word* (जवान, वादा) that he would help me. He does not obey my *word* (कहना).

5. HOMOPHONES

Such words as are similar in look or sound but different in meaning are called HOMOPHONES; e. g. Birth and Berth, Beach and Beech. The following list of Homophones deserves special attention—

1. Access (reach)—Students should have free *access* to their teachers
Excess (too much)—*Excess* of everything is bad.
2. Accept (take)—He *accepted* with thanks some humble presents from me.
Except (excluding)—None could compete *except* him.
3. Accident (a mishap, दुर्घटना)—Road *accidents* are common to-day.
Incident (an event, घटना)—A great man's life is full of important *incidents*.
4. Adapt (adjust, suit)—Education helps us *adapt* ourselves to even unfavourable circumstances.
Adept (expert, skilful)—Hitler was an *adept* in the art of public speaking.
Adopt (choose, tune up)—One must always *adopt* right means
5. Affect (pretend, influence)—The criminal *affected* (pretended) madness. This simple failure should not *affect* (influence) your career.
Effect ('result' if used as a Noun and 'to bring about' if used as a Verb)—Every *effect* must have its cause. Mahatma Gandhi *effected* great political and social reforms.
6. Altar (a place for offerings in a temple or church, शिवोरत)—Several goats were sacrificed at the *altar*.
Alter (change)—Nothing can *alter* my opinion now.
7. Allusion (indirect reference)—In this poem there is an *allusion* to Gandhiji's death.
Illusion (deceptive appearance, धन, धारा)—Some philosophers regard the world as an *illusion*.
8. Apposite (suitable, proper)—The remarks of the Prime Minister on the defects of the present system of education were *apposite*

- Opposite (contrary, quite different)—Your opinions are *opposite* to mine.
9. Avocation (secondary occupation, गौण वेला)—My *avocation* is painting.
Vocation (regular profession, वेला)—Your *vocation* is teaching.
10. Bare (uncovered, खाली)—It is not safe to walk on *bare* foot.
Bear (tolerate)—I cannot *bear* such insults.
11. Birth (coming into life)—What is your date of *birth*?
Berth (a seat in a cabin or carriage)—I have reserved a *berth* in a first class compartment.
12. Bridal (relating to marriage)—A *bridal* ceremony should be simple.
Bridle (rein etc. लगाम आदि)—The new *bridle* has been put on the horse.
13. Canvas (rough cloth of hemp or flax)—My shoe is made of *canvas*.
Canvass (solicit votes of some favour)—A candidate for the Assembly has to *canvass* for votes from door to door.
14. Casual (accidental, occasional, आकस्मिक)—*Casual* leave to teachers is granted by the Principal.
Causal (having the relation between cause and effect)—There is no *causal* relation between wealth and happiness.
15. Check [(i) restrain or prevent, (ii) test]—I cannot *check* him from smoking. I have *checked* (tested or examined) all the accounts.
Cheque (a written order to a bank for money)—He was paid by *cheque*.
16. Cession (surrender of something or transfer of a territory)—The *cession* of a part of West Bengal has been demanded by Pakistan.
Session (a term or period)—The college *session* has started.
Cessation (stopping)—The U. N. O. is trying hard for the *cessation* of armed conflict in the Congo.
17. Coarse (rough)—I cannot wear *coarse* cloth.
Course (line of action)—I do not know which *course* to adopt.
18. Corpse (dead body)—The *corpse* was covered with flowers.
Corps (a body of troops)—The National Cadet *Corps* is doing much service.
19. Complement (that which completes)—Milk is a good *complement* of our diet.

- Compliment (regards, courtesy)— Pay my best *compliments* to mother.
20. Conscious (aware)— I am *conscious* of my duties.
 Conscientious (honest, obedient to one's conscience)— It is only a *conscientious* worker who always does his duties.
21. Credible (believable)— The news is too good to be *credible*.
 Creditable (worthy of praise and honour)— Your performance at the examination is really very *creditable*.
 Credulous (ready to believe easily)— *Credulous* persons fall victims to cheats.
22. Defy (challenge)— He dare not *defy* my orders.
 Deify (to worship as a god)— Mahatma Gandhi is now *deified* by the Indians.
23. Descent (downward slope)— This hill has a sharp *descent*.
 Dissent (differ)— I *dissent* from you on several points.
 Decent (proper)— A student's manners must always be *decent*.
24. Diseased (suffering from a disease)— The milk of a *diseased* cow is harmful.
 Deceased (dead)— The *deceased* has left his will.
25. Draught (the quantity of liquid drunk at a time, current of air)—
 The thirsty beggar is crying for a *draught* of water. If you sit in a *draught*, you will fall ill.
 Drought (want of rain)— Bihar is very often visited by a serious *drought*.
 Draft (to draw up a rough sketch, ऋष्य)— I have to *draft* all the letters. The *draft* of the letter has been approved.
26. Eminent (prominent, famous)— Newton was an *eminent* scientist.
 Imminent (impending, about to happen)— Mr. Shastri is sure that war is not *imminent*.
27. Emigrant (a man who leaves his country and settles in another)
 —He is an *emigrant* from Pakistan.
 Immigrant (a man who comes to live in a foreign country)— In India all the *immigrants* enjoy the rights of a citizen.
28. Eligible (fit to be chosen)— Persons holding at least a second class Master's Degree are *eligible* for lectureship.
 Illegible (that which cannot be read)— *Illegible* handwriting is a very great defect for a writer.
29. Elicit (to draw out by question and answer)—The police succeeded in *eliciting* some necessary information.
 Illicit (unlawful)— He was charged with *illicit* sale of opium.

30. **Eruption** (bursting up)— Volcanic *eruptions* in Japan are common.
Irruption (sudden invasion)— The *irruption* of the Chinese into Indian borders was condemned by almost all the nations of the world.
31. **Fair** [(i) just, (ii) a show]— All's *fair* in love and war. The Sonepur *fair* is very famous.
Fare (passage money)— What is the train *fare* from Gopalganj to Patna ?
32. **Gate** (door)— The *gate* is closed.
Gait (manner of walking, चाल)— She has a charming *gait*.
33. **Gamble** (play for stakes, money)— *Gambling* has ruined many rich men.
Gambol (to play or dance about, घुदकना)— Young lambs are *gambolling* on the green.
34. **Hoard** (to store)— A miser does nothing but *hoard* money.
Horde (a gang)— A *horde* of tribesmen have attacked the Indian borders.
35. **Ingenious** (clever, skilful)— Robinson Crusoe was an *ingenious* person.
Ingenuous (frank and simple)— An *ingenuous* person is liked by all.
36. **Jealous** (envious)— A *jealous* person has no peace of mind.
Zealous (full of enthusiams, जोश और उत्साह से बरा हुआ)— Mr. Nehru was a *zealous* reformer.
37. **Later** (more late in time)— He came *later* than I.
Latter (opposed to former)— Keats and Shelley are great poets but the former is greater than the *latter*.
38. **Loose** (as an Adj. 'not tight', as a Verb 'to release')— Your coat is *loose*. It is not safe to let *loose* this wild dog.
Lose (suffer loss)— A liar has to *lose* much.
39. **Monetary** (relating to money)— Do not be guided by *monetary* motives.
Monitory (giving warning or advice)— We should respect the *monitory* counsel of our trusted friends.
40. **Persecute** (oppress, अत्याचार से दंग से दंग करना)— Money-lenders still *persecute* simple villagers.
Prosecute [(i) to bring before a court, (ii) to pursue]— He was *prosecuted* on a charge of cheating. This boy is unable to *prosecute* his studies further.

41. Pray (make devout request)—I *pray* to God everyday.
Prey (victim)—Bihar has fallen a *prey* to flood and disease.
42. Prescribe (to give directions for the use of)—The doctor has *prescribed* very costly medicines. This book is *prescribed* for Pre-University and Degree Examinations.
Proscribe (to prohibit)—Indecent films should be *proscribed* by the Government.
43. Precede (to go before) —A storm is *preceded* by a peculiar lull.
Proceed (to go ahead, अगे बढ़ना)—He *proceeded* with a great work in spite of difficulties.
44. President (one who presides over a meeting)—The *President* spoke very well.
Precedent (that which goes before, a previous example for illustration)—The lawyer quoted several *precedents* on this point.
45. Plane [(i) level, (ii) a tool]— You must have a high *plane* of thinking. A carpenter smoothes wood with his *plane*.
Plain (simple, easy)—*Plain* living without high thinking is not a very helpful principle.
46. Principal (chief, head of a college, capital)—The *principal* streets were nicely decorated. The *Principal* has granted me full free-studentship. The interest on the *principal* is low.
Principle (fundamental law or truth, सिद्धान्त)—Nobody today believes in the *principle* of 'might is right'. A man of *principle* often suffers but he does not give up his *principles*.
47. Quite (altogether)—It is *quite* impossible.
Quiet (silent)—The place is calm and *quiet*.
48. Stationary (Adj—fixed)—The earth is not *stationary*.
Stationery (Noun—writing material—paper, envelopes, etc.)—
Much *stationery* is wasted in offices these days.
49. Umpire (a referee in a game of cricket)—No player can disobey the *umpire*.
Empire (dominion)—The British *Empire* has now become much smaller.
50. Waive (to forgo, छोड़ देना)—My claims were *waived*.
Wave—*Waves* are rising in the sea.

EXERCISE

SUBSTITUTE SUITABLE WORDS FOR THE
WORDS IN ITALICS—

1. He was *brought up* at Oxford. [*educated*]
2. He has a *surprising* (*astounding*) memory. [*astounding*]

3. Is this an *abbreviated* edition of Macbeth ? (*abridged*)
4. He has brought a *huge quantity* of books. (*a large number*)
5. Is it not a *careless and badly written* sentence ? (*a slipshod sentence*)
6. Mahatma Gandhi was a *notorious* thinker. (*notable*)
7. Several *famous* names were *remembered*. (Several *notable* names were *recalled*)
8. Prime ministership was his *lot stroke fate*. (*destiny*)
9. It was a *memorial* battle. (*memorable*)
10. The minister received a great *innovation* at the aerodrome. (*ovation*)
11. That letter was *interceded* by the C. I. D. (*intercepted*)
12. A lunar *ellipse* occurred last night. (*eclipse*)
13. He *suspects* the existence of God. (*doubts*)
14. His character is *above doubt*. (*above suspicion*)
15. Shelley's poems were *deprecated*. (*depreciated*)
16. He is *partially* wrong. (*partly*)
17. What is the *signification* of this title ? (*significance*)
18. This principle is worthy of *acceptation*. (*acceptance*)
19. Tea is a mild *stimulus*. (*stimulant*)
20. He always speaks in a *contemptible* tone. (*contemptuous*)
21. He *glorifies in* being a defender of the poor. (*glories in*)
22. It is a *momentary* decision of the government to nationalise banks. (*momentous*)
23. It is merely a *momentous* thought. (*momentary*)
24. It is a purely *temporal* post ? (*temporary*)
25. What he says is of no *signification*. (*significance*)
26. The wife's behaviour greatly *aggravated* the husband. (*annoyed, irritated*)
27. Heat *affects* everything. (*affects*)
28. Do you *mind* your date of birth ? (*remember*)
29. This door is meant for *exodus*. (*exit*)
30. The *admittance* of his guilt has now revealed the whole secret. (*admission*)
31. Do you *admit of* breaking into the house ? (*admit*)
32. The rules do not *admit* your doing like this (*admit of*)
33. The *oberration* of certain social customs is not convenient. (*observance*)
34. The *sensist* imagery of Keats's poetry is praised by all. (*sensuous*)
35. *Corporeal* punishment has been abolished. (*corporal*)
36. It is really a very *ingenuous* device (*ingenious*)
37. The *sign'ificance* of this word is still doubtful. (*signification*)

38. Let us take measures to *insure* that the instructions are carried out. (*ensure*)
39. His reputation has been *increased* by this poem. (*enhanced*)
40. He is an *imminent* poet. (*eminent*)
41. The world is not in an *eminent* danger of a world war. (*imminent*)
42. The criminal *refused* the charge. (*denied*)
43. He *denied* to help me. (*refused*)
44. I will *refuse* the invitation. (*decline*)
45. Life is a *delusion*. (*an illusion*)
46. The magician created a clever *illusion*. (*delusion*)
47. I have paid the *principle*, but not the interest. (*principal*)
48. There is no free *accession* to his chamber. (*access*)
49. His *adhesion* to his principles is remarkable. (*adherence*)
50. Man is a bundle of *customs*. (*habits*)
51. His sense of *observance* is very keen. (*observation*)
52. I am *ensured* for Rs. 50000/-. (*insured*)
53. Kanpur is an *industrious* city. (*industrial*)
54. He is an *imaginary* poet. (*imaginative*)
55. I cannot give you *some* money. (*any*)
56. This bad book has been *prescribed*. (*proscribed*)
57. His handwriting is *ineligible*. (*illegible*)
58. He was given plenty of good *council* but no food. (*counsel*)
59. He is *sensible* to criticism. (*sensitive*)
60. *Improbable* is that which can never happen. (*impossible*)
61. I do *claim* my innocence. (*assert*)
62. Why do you still *claim* that you are right? (*maintain*)
63. These urgent matters *assert* my attention. (*claim*)
64. Both sides *maintain* victory. (*claim*)
65. Her sweet music *captured* everybody's heart. (*captivated*)
66. When was America *invented*? (*discovered*)
67. The university *statue* has been amended. (*statute*)
68. She has great *affectation* for her children. (*affection*)
69. With my best *complements*. (*compliments*)
70. Why do you like *judicious* service? (*judicial*)
71. It is a *venal* crime. (*venial*)
72. A *sinking* person catches at a straw. (*drowning*)
73. He is a *practicable* man. (*practical*)
74. This scheme is not *practical*. (*practicable*)
75. I like this poem because there is *lack* of false sentiment. (*absence of*)
76. It is *totally* good. (*wholly*)

77. It is *utterly* false. (*completely*)
78. He is a *complete* fool. (*an utter fool*)
79. He is on *official* tour. (*official*)
80. His *official* manner is irritating. (*official*)
81. This novel is too imaginary to be *credible*. (*credible*)
82. He has achieved *credible* success. (*credible*)
83. It is a *salutary* climate. (*salubrious*)
84. It is a *salubrious* plan. (*salutary*)
85. The President has given *assent* to this bill. (*assent*)
86. Damp climate has *affected* my health. (*affected*)
87. Your behaviour is not *descent*. (*decent*)
88. I *decent* on this point. (*dissent*)
89. Is the earth *stationery* ? (*stationary*)
90. Do you like this *cite* ? (*site*)
91. The king's sceptre is a symbol of *temporary* power. (*temporal*)
92. Is it a *spacious* house. (*spacious*)
93. Please stand in *cue*. (*queue*)
94. He *affected* several reforms in law. (*effected*)
95. There are *beneficial* men in every society. (*beneficent*)
96. He gave me very *practicable* suggestions. (*practical*)
97. There is here a *continual* line of houses. (*continuous*)
98. I will take *powerful* action against him. (*strong*)
99. He is a *deceptive* person. (*deceitful*)
100. His appearance is *deceptive*. (*deceptive*)
101. He is a *luxuriant* man. (*luxurious*)
102. This plant has a *luxuriant* growth. (*luxuriant*)
103. He is a *populous* man. (*popular*)
104. Is there any *president* for this ? (*precedent*)
105. I *arose* early. (*rose*)
106. A storm *rose*. (*arose*)
107. Is not your brother your blood *relative* ? (*relation*)
108. She *granted* birth to a male child. (*gave*)
109. Several honours were *given* to him. (*conferred upon him*)
110. He sat at a *verbal* examination. (*an oral examination*)
111. He was asked to go *slowly* with the work. (*go slow*)
112. He is walking *slow*. (*slowly*)
113. It is a *comical* story. (*comic*)
114. He has a *comic* appearance. (*comical*)
115. It is *too good* of you. (*very good*)
116. He went to Banaras *via* train. (*by*)

117. The people *would* believe that the earth was flat. (*used to*)
 118. His *economical* condition is bad. (*economic*)
 119. Some misunderstanding has *transpired*. (*occurred*)
 120. As a result of the inquiry it *happened* that accounts had not
 been maintained properly. (*transpired*)
 121. These trucks are meant for the *transportation* of goods
 (*transportation*)
 122. This *torturous* route is extremely *tortuous*. (*tortuous* route is
 extremely *torturous*)
 123. It has my *unanimous* support. (*wholehearted*)
 124. The *usage* of water for washing purposes is forbidden. (*use*)
 125. This is a wrong *usage* of this idiom. (*use*)
 126. 'It is me' is established by *use*. (*usage*)
 127. Who is the *tragical* hero? (*tragic*)
 128. I am *stopping* with my friend. (*staying*)
 129. Please *stay* talking. (*stop*)
 130. He is a *rural* character. (*rustic*)
 131. Don't *arouse* my anger. (*rouse*)
 132. I will resign as a last *recourse*. (*resort*)
 133. I *refrain from* the temptation to do so. (*resist the temptation*)
 134. With the *advancement* of winter the days grow shorter. (*advance*)
 135. It is a *masterful* piece of work. (*masterly*)

6. THE SAME WORD USED AS DIFFERENT PARTS OF SPEECH

(A)

- Above**— Rain drops from *above*. (N.)
 Kites fly *above* like birds. (Adv.)
 It is hanging *above* my head. (Prep.)
- After**— I believe in *after* life. (Adj.)
 He reached long *after*. (Adv.)
 He came *after* me. (Prep.)
 I will go *after* he has returned. (Conj.)
- All**— *All* is lost now. (N.)
 I had many friends but *all* have left me now. (Pron.)
All men are mortal. (Adj.)
 I am *all* well now. (Adv.)

- Any**— Have you *any* money ? (Adj.)
 I do not believe *any* of these boys. (Pron.)
 I cannot stay here *any* longer. (Adv.)
- As**— This is the same pen *as* mine. (Pron.)
As he was poor, I helped him. (Conj.)
 Please see me *as* early as possible. (Adv.)
- Before**— He helped me *as before*. (Adv.)
 He stood *before* me. (Prep.)
 I will go *before* you come back. (Conj.)
- Better**— Ram is *better* than Shyam. (Adj.)
 I feel *better* today. (Adv.)
 You should obey your *bettors*. (N.)
- Both**— *Both* of you are right. (Pron.)
Both the books are good. (Adj.)
Both Ram and Shyam are good boys. (Adv.)
- But**— There is no mother *but* loves her children. (Pron.)
 'But me no *but*s'. ('But' is a Verb and 'but's' is a Noun.)
 He saw me *but* once. (Adv.)
 I tried *but* failed. (Conj.)
 None *but* graduates should apply. (Prep.)
- Down**— Even these barren *downs* look lovely. (N.)
 I will catch the *down* train. (Adj.)
 Failures should not *down* your spirits. (V.)
 He came *down* quickly. (Adv.)
 The boat went *down* the river. (Prep.)
- Either**— There are trees on *either* side of the road. (Adj.)
Either of you is wrong. (Pron.)
Either he or I will go there. (Conj.)
- Enough**— He has had *enough* of pleasures. (N.)
 I have eaten *enough* bread. (Adj.)
 He is kind *enough* to help me. (Adv.)
- Half**— *Half* of the course is unfinished. (N.)
 Charity is *half* way to heaven. (Adj.)
 He is *half* alive and half dead. (Adv.)
- Little**— Great men want but *little* for themselves. (N.)
 Let me take a *little* rest. (Adj.)
 I am *little* tired. (Adv.)
- Many**— *Many* of my friends have come (N.)
Many will cheat you (Pron.)
Many men are good. (Adj.)

- That**— *That* book is mine. (Adj.)
 This is the book *that* I bought yesterday. (Pron.)
 He labours hard *that* he may pass. (Conj.)
- Than**— I love you more *than* he. (Conj.)
 I can read any book other *than* that. (Prep.)
- The**— *The* sun has set. (Article)
The higher we go, *the* cooler it is. (Adv.)
- Well**— There is a *well* near my house. (N.)
 I have done *well*. (Adv.)
 You are a good boy, *well* I will help you. (Conj.)
- What**— *What* is your name ? (Pron.)
What book is that ? (Adj.)
What with merit and *what* with labour, he rose very
 high in life. (Adv.)
- While**— I read the book for a long *while*. (N.)
 He was attacked *while* asleep. (Adv.)
 Make hay *while* the sun shines. (Conj.)
 You should not *while* away your time. (V.)
- Why**— *Why* did you do so ? (Adv.)
 I do not know *why* he does not write to me. (Conj.)
 I do not know the *whys* and wherefores of this issue. (N.)

(B)

- Air**— We cannot live without *air*. (N.)
 We should *air* our woollen clothes from time to time. (V.)
- Arm**— He lost his left *arm*. (N.)
 Dacoits decided to *arm* themselves with deadly weapons. (V.)
- Back**— I lifted him on my *back*. (N.)
 I will *back* you in all your plans. (V.)
 He broke the *back* door. (Adj.)
 He will come *back* soon. (Adv.)
- Bare**— Portia asked Antonio to *bare* his bosom. (V.)
 His head is *bare*. (Adj.)
- Battle**— He *battled* hard against the enemy. (V.)
 A serious *battle* has taken place. (N.)
- Beard**— I *bearded* the tiger in the forest. (V.)
 I do not like long *beards*. (N.)

- Bell**— The *bell* is gone. (N.)
Who will *bell* the cat? (V.)
- Bend**— I may break but cannot *bend*. (V.)
There is a sharp *bend* in the street near my house. (N.)
- Bite**— Snake-bite is rare in winter. (N.)
Barking dogs seldom *bite*. (V.)
- Board**— I have *boarded* the train. (V.)
The Examination *Board* sits today. (N.)
- Book**— This is a good *book*. (N.)
Please *book* my luggage. (V.)
- Brave**— He is a *brave* man. (Adj.)
The ship has *braved* the weather well. (V.)
- Breakfast**— I *breakfast* at 7 a m. (V.)
I had a light *breakfast*. (N.)
- Breast**— He *breasted* the angry waves. (V.)
Keep your *breast* covered. (N.)
- Bridge**— He crossed the *bridge*. (N.)
The enmity between them was *bridged* at last. (V.)
- Button**— It is a costly *button*. (N.)
Please *button* up your shirt. (V.)
- Cane**— He was *canned* today. (V.)
He was beaten with a *cane*. (N.)
- Cart**— Sweepers have to *cart* the rubbish away. (V.)
This *cart* is drawn by horses. (N.)
- Corner**— He was badly *cornered* in the open meeting. (V.)
Don't sit in the *corner*. (N.)
- Crop**— Many problems have *cropped* up. (V.)
This is a fine *crop*. (N.)
- Crown**— He was *crowned* king. (V.)
This is a golden *crown*. (N.)
- Cut**— The tree was *cut* down. (V.)
It is an unkind *cut*. (N.)
- Drink**— You must avoid strong *drink*. (N.)
He *drinks* hard. (V.)
- Drive**— Who will *drive* the car? (V.)
I enjoyed a nice *drive* last evening. (N.)
- Dog**— Why do you *dog* my footsteps? (V.)
I have a pet *dog*. (N.)
- Dry**— The weather is *dry*. (Adj.)
Please *dry* my silken clothes today. (V.)

- Eye**— He lost one *eye*. (N.)
The police officer *eyed* him with suspicion. (V.)
- Face**— Wash your *face*. (N.)
I have *faced* much difficulty. (V.)
- Fall**— The rise or *fall* of men depends upon their character. (N.)
Fall in. (V.)
- Feed**— The mother *feeds* her baby. (V.)
He was given a small piece of bread at one *feed*. (N.)
- Fill**— I have had my *fill*. (N.)
Fill up the form. (V.)
- Finish**— *Finish* the work quickly. (V.)
The army fought to a *finish*. (N.)
- Fix**— I am in a *fix*. (N.)
The date has been *fixed*. (V.)
- Flock**— I have a *flock* of cattle. (N.)
Students *flock* about good teachers. (V.)
- Flood**— The market is *flooded* with books. (V.)
Floods must be controlled. (N.)
- Foot**— He has lost one *foot*. (N.)
Let us *foot* the distance. (V.)
- Glory**— The ancient *glories* of India should be restored. (N.)
The country *gloried* in the fall of its enemy. (V.)
- Head**— *Head* the ball. (V.)
He lost his *head*. (N.)
He is the *head* clerk of my office. (Adj.)
- Hold**— I have no *hold* on him. (N.)
I *hold* you responsible. (V.)
- House**— Our college is *housed* in a rented building. (V.)
He has no *house* to live in. (N.)
- Humble**— All his pride was *humbled* to the dust. (V.)
It is my *humble* prayer. (Adj.)
- Idle**— He is an *idle* boy. (Adj.)
Don't *idle* away your time. (V.)
- Iron**— Who has *ironed* your coat? (V.)
Iron is a heavy metal. (N.)
He ruled with an *iron* hand. (Adj.)
- Know**— I am not in the *know* of this matter. (N.)
I do not *know* you. (V.)
- Lame**— It is a *lame* excuse. (Adj.)
My servant *lamed* the horse. (V.)

- Lead**—Who will *lead* the country to freedom ? (V.)
I will take the *lead* (N.)
- Level**—The ground is not *level*. (Adj.)
Who will *level* the ground ? (V.)
- Lift**—I cannot *lift* this heavy load. (V.)
A *lift* can lift even the heaviest engine. (N.)
- Man**—The army is *manned* by highly trained soldiers. (V.)
He is a *man*. (N.)
- Milk**—I like *milk*. (N.)
Milk the cow. (V.)
- Pocket**—There is no money in his *pocket*. (N.)
He *pocketed* a large sum of money. (V.)
- Purchase**—I have *purchased* a cow. (V.)
The *purchase* was made on Monday. (N.)
- Push**—I *pushed* him out. (V.)
He lacks *push*. (N.)
- Reach**—It is beyond my *reach*. (N.)
He *reached* in time. (V.)
- Refuse**—He *refused* to help me. (V.)
The ditch was filled with *refuse*. (N.)
- Return**—See me on my *return*. (N.)
It is a *return* ticket. (Adj.)
He has *returned*. (V.)
- Right**—Please *right* the wrong done to him. (V.)
It is my *right* hand. (Adj.)
A citizen has many *rights* and duties. (N.)
- Saddle**—He is *saddled* with a large family. (V.)
The new *saddle* is very costly. (N.)
- School**—He reads in a *school*. (N.)
He is a *school* boy. (Adj.)
He was thoroughly *schooled* in the art of preaching. (V.)
- Second**—I will return in a *second*. (N.)
It is my *second* attempt. (Adj.)
He stood *second*. (Adv.)
I *second* this proposal. (V.)
- Ship**—Much of our sugar is *shipped* to America. (V.)
The *ship* has left the harbour. (N.)
- Shoulder**—His *shoulders* are strong. (N.)
I have *shouldered* heavy responsibilities. (V.)
- Shower**—There was a mild *shower* of rain yesterday. (N.)
He has *showered* many gifts and honours on me. (V.)

- Silence— The noisy children were *silenced*. (V.)
I am fond of *silence*. (N.)
- Single— Why do you *single me out*? (V.)
He has not a *single* book. (Adj.)
- Smooth— Cream *smooths* even a rough face. (V.)
His words are very *smooth*. (Adj.)
- Sour— This grape is *sour*. (Adj.)
Curd has *soured* my teeth. (V.)
- Split— *Split* it into two. (V.)
There is a *split* in the party. (N.)
- Spy— I have *spied* your movements. (V.)
He is a *spy*. (N.)
- Station— The army has been *stationed* on the border. (V.)
It is a railway *station*. (N.)
- Steam— The train has *steamed* off. (V.)
Who discovered the power of *steam*? (N.)
- Stone— *Stone* is hard. (N.)
He was *stoned* to death. (V.)
- Storm— His house was *stormed* by dacoits. (V.)
The *storm* has damaged my house. (N.)
- Stream— Tears are *streaming* down his cheeks. (V.)
He was drowned in the mid-*stream*. (N.)
- Thin— Famine has *thinned* the population of the country. (V.)
He is very lean and *thin*. (Adj.)
- Thirst— He is *thirsting* for powers. (V.)
He has great *thirst* for money. (N.)
- Thread— You cannot *thread* a needle in hurry. (V.)
The *thread* is very weak. (N.)
- Throw— He jumped at every *throw*. (N.)
It was *thrown* away. (V.)
- Thunder— The speaker *thundered* several times. (V.)
The *thunder* has badly disturbed me. (N.)
- Tide— I could *tide* over the difficulty with his help. (V.)
The *tide* is rising high. (N.)
- Time— The bus is *timed* to reach in the morning. (V.)
Don't waste your *time*. (N.)
- Trade— He *trades* in rice. (V.)
It is a profitable *trade*. (N.)
- Touch— Finishing *touch* is being given to the arrangements. (N.)
Do not *touch* fire. (V.)

- Turn**— The road takes a *turn* here. (N)
I *turned* him out. (V.)
- Tutor**— The client was *tutored* by his lawyer. (V.)
He is my *tutor*. (N.)
- Water**— Who has *watered* these plants? (V.)
We cannot live without *water*. (N.)
- Wear**— Don't *wear* wet clothes. (V.)
This is my Sunday's *wear*. (N.)
- Weather**— Pt. Nehru *weathered* many a political storm. (V.)
It is a fine *weather*. (N.)
- Wet**— Don't wear *wet* clothes. (Adj.)
Wet your lips. (V.)
- Will**— Take what you *will*. (V.)
The dying man has prepared his *will*. (N.)
- Winter**— This year our President will *winter* in the South. (V.)
Winter has set in. (N.)
- Word**— An application should be mildly *worded*. (V.)
He is a man of *word*. (N.)
- Wrong**— He was *wronged* by his own friends. (V.)
It is *wrong*. (Adj.)
Do a little *wrong* to do a lot of right. (N.)

7. THE FORMATION OF WORDS

(A) Formation of Nouns from Verbs

| Verbs | Nouns | Verbs | Nouns |
|-----------|------------------------|---------|-----------------------|
| abide | abode (निवास) | arrive | arrival |
| abound | abundance (बहुतावत) | ascend | ascent (चढ़ाव) |
| accede | access (सर्कुच) | assist | assistance |
| act | action | assume | assumption (धारणा) |
| admit | admission | assure | assurance |
| adore | adoration (पूजा) | attach | attachment (जुगल) |
| advise | advice | | |
| agree | agreement | attend | attendance |
| apply | application | avow | avowal |
| apprehend | apprehension (ब्र) | bear | birth |
| | | behave | behaviour |
| approve | approval | believe | belief |

| <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> |
|--------------|------------------------------------|--------------|-----------------------------|
| belong | belongings | depart | departure |
| betray | betrayal (बोला) | descend | descent (उतार) |
| bind | bond (हस्तादेश) | die | death |
| bite | bite | diminish | diminution |
| bless | bliss, blessing | dine | dinner |
| break | breach (कराव) | discover | discovery |
| burn | brand, burn | dismiss | dismissal |
| bury | burial | distinguish | distinction |
| carry | carriage | disturb | disturbance |
| certify | certificate | do | deed |
| choose | choice | drive | drove, drive |
| commit | { commitment, { committee | enjoy | enjoyment |
| compel | compulsion | enter | { entry, { entrance |
| comply | compliance | envelop | envelope |
| | (स्वीकृति) | err | error |
| concede | concession | exceed | excess |
| | (सुविधा) | excel | excellence |
| confide | confidence | exist | existence |
| consider | consideration | expect | expectation |
| consume | consumption | expel | expulsion |
| | (खपत) | extend | extension |
| contain | contents (विषय) | | (फैलाव) |
| contend | { contention, { contest (लड़ाई) | fail | failure |
| | contradiction | float | fleet |
| contradict | conversion | flow | flood |
| convert | dole (दाल) | fly | flight |
| deal | { deceit { deception | give | gift |
| deceive | decision | go | gait (चाल) |
| | defence | grieve | grief |
| decide | { deferment { (हथपन), | grow | growth |
| defend | deference (आदर) | hate | hatred |
| defer | defiance (जुनौती) | heal | health |
| | { delivery, { deliverance | imagine | imagination |
| defy | (मुक्ति) | imitate | imitation (नकल) |
| deliver | denial | interfere | interference |
| | | introduce | (हस्तक्षेप) introduction |
| deny | | insure | insurance |
| | | invite | invitation |

| <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> |
|---------------------|------------------------------|--------------|-----------------------------|
| judge | { judgment, { judge | reduce | reduction |
| know | knowledge | refer | reference |
| laugh | laughter | refuse | refusal |
| learn | { lore (गद्य), { learning | relieve | relief |
| lend | loan | rely | reliance |
| live | life, living | remember | remembrance |
| lose | loss | repeat | repetition |
| maintain | maintenance | resolve | resolution |
| manage | { management, { manager | respond | response |
| marry | marriage | reveal | revelation |
| mean | meaning | secure | security |
| mix | mixture | see | sight |
| move | { movement, { motion | seize | seizure |
| obey | obedience | sell | sale |
| object | objection | serve | service |
| occupy | occupation | shake | shock |
| offend | offence | sing | song |
| oppose | opposition | sit | seat |
| perform | performance | slay | slaughter |
| permit | permission | solve | solution |
| please | pleasure | speak | speech |
| practise | practice | steal | stealth |
| presume (मान लेना) | presumption | strike | stroke, strike |
| proceed | { procedure, { process | succeed | success |
| prophecy | prophecy | sustain | sustenance |
| protect | protection | tell | tale |
| prove | proof | think | thought |
| provide | provision | trace | track |
| pursue | pursuit | try | trial |
| quote | quotation | unite | { union, unity, { unison |
| receive | { receipt, { reception | vacate | { vacancy, { vacation |
| recover | recovery | vary | variance, variation |
| redēem (मुक्त करना) | redemption | wave | wave |
| | | wed | wedding |
| | | weigh | weight |
| | | write | writing |

(B) Formation of Nouns from Adjectives

| <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> |
|-------------------|-----------------------------|-------------------|---|
| able | ability | moral | morality |
| abundant | abundance | necessary | necessity |
| accurate | accuracy | noble | nobility |
| active | activity | novel | novelty (नयापन) |
| brave | bravery | obedient | obedience |
| brief | brevity | one | oneness |
| broad | breadth | perfect | perfection |
| busy | business | pious | piety |
| calm | calmness | poor | { poverty, { poorness |
| casual | { casualty, { casualness | popular | popularity |
| certain | certainly | precise | precision |
| cheap | cheapness | private | privacy |
| cruel | cruelty | proud | pride |
| curious | curiosity | prudent | prudence |
| deep | depth | pure | purity |
| efficient | efficiency | real | reality |
| equal | equality | rival | rivalry |
| excellent | excellence | safe | safety |
| false | { falsehood, { falsity | scarce | scarcity |
| free | freedom | secret | secrecy |
| gallant | gallantry (वीरता) | short | { shortage (कमी), { shortness (होटापन) |
| gay | gaiety (सुखी) | solitary | solitude |
| generous | generosity (दशरता) | splendid | splendour |
| grand | grandeur | strong | strength |
| happy | happiness | stupid | stupidity |
| high | height | sweet | sweetness |
| holy | holiness | swift | swiftness |
| hot | heat | timid | timidity (कायरता) |
| human | humanity (मनुष्यता) | true | truth |
| humble | humility (नम्रता) | vacant | vacancy |
| inferior | inferiority | vain | vanity (जयधता) |
| just | justice | violent | violence |
| long | length | vital | vitality (लाकत) |
| merry | merriment | weak | weakness |
| mortal | mortality | wide | width |
| | | wise | wisdom |
| | | young | youth |

(C) Formation of Abstract Nouns from Concrete Nouns

| <i>Concrete Nouns</i> | <i>Abstract Nouns</i> | <i>Concrete Nouns</i> | <i>Abstract Nouns</i> |
|-----------------------|-----------------------|-----------------------|-----------------------|
| agent | agency | king | kingship |
| author | authorship | man | manhood |
| baby | babyhood | martyr (मर्तिर) | martyrdom |
| beggar | beggary | mother | motherhood |
| bond | bondage | owner | ownership |
| broker (दलाल) | brokerage | patriot | patriotism |
| child | childhood | pilgrim | pilgrimage |
| coin | coinage | priest | priesthood |
| coward | cowardice | robber | robbery |
| dacoit | dacoity | servant | service |
| enemy | enmity | slave | slavery |
| father | fatherhood | thief | theft |
| friend | friendship | widow | widowhood |
| hero | heroism | witch | witchery |
| infant | infancy | woman | womanhood |

(D) Formation of Verbs from Nouns

| <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> |
|--------------|--------------------------------|--------------|----------------|
| air | aerate, air | colony | colonize |
| apology | apologize | (व्यतिरेक) | |
| authority | authorize | company | accompany |
| bath | bath, bathe | courage | encourage |
| beauty | beautify | critic | criticize |
| belief | believe | custom | accustom |
| black | blacken | danger | endanger |
| bliss | bless | deity | deify |
| blood | bleed | (देवी-देवता) | |
| body | embody | dew | bedew |
| breath | breathe | drop | drip |
| brood | breed | economy | economize |
| camp | encamp | electricity | electrify |
| capital | capitalize | example | exemplify |
| centre | { centralize, { concentrate | food | feed |
| character | characterize | fool | befool |
| claim | claim, acclaim | force | force, enforce |
| class | classify | fraud (धोखा) | defraud |
| | | friend | befriend |

| <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> |
|----------------|----------------------------|---------------|---------------------------|
| fright (स्त्र) | frighten | necessity | necessitate |
| frost (बाल) | freeze | office | officiate |
| fruit | fructify | patron | patronize |
| game | gambol | peace | pacify |
| glass | glaze | person | { personify, personate |
| glory | glorify | prison | imprison |
| gold | gild | red | redden |
| grass | graze | roll | enrol |
| grief | grieve | sale | sell |
| guile | beguile | sermon | sermonize |
| habit | habituate | shelf | shelve |
| half | halve | society | associate |
| hand | hand, handle | spark | sparkle |
| harmony | harmonize | (चिन्तारत्नी) | |
| haste | hasten | substance | substantiate |
| head | head, behead | sympathy | sympathise |
| heir | inherit | system | systematise |
| horror | horrify | table | tabulate |
| idol (मूर्ति) | idolize | terror | { terrify, terrorize |
| joy | enjoy | throne | { dethrone, enthroned |
| justice | justify | title | entitle |
| knee | kneel | tomb | entomb |
| knot | knit | utility | utilize |
| life | live | vacancy | vacate |
| light | light, lighten | vapour | evaporate |
| mass | amass | vice | vitate |
| memory | { memorise, commemorate | victim | victimize |
| mind | mind, remind | vigour | invigorate |
| monopoly | monopolize | wreath (माला) | wreathe |
| nation | nationalize | | |
| nature | naturalize | | |

(E) Formation of Verbs from Adjectives

| <i>Adjectives</i> | <i>Verbs</i> | <i>Adjectives</i> | <i>Verbs</i> |
|-------------------|--------------|-------------------|--------------|
| able | enable | brief | abbreviate |
| abundant | abound | broad | broaden |
| base (नीच) | debase | calm | becalm |
| bitter | embitter | certain | ascertain |
| bold | embolden | cheap | cheapen |

| <i>Adjectives</i> | <i>Verbs</i> | <i>Adjectives</i> | <i>Verbs</i> |
|-------------------|-------------------------|-------------------|----------------------------|
| civil | civilize | moist | moisten |
| clean | clean, cleanse | new | renew |
| clear | clear, clarify | noble | ennoble |
| dark | darken | particular | particularize |
| deep | deepen | perpetual | perpetuate |
| dense (घन) | condense | poor | impoverish |
| different | differentiate | popular | popularize |
| equal | equalize | proper | appropriate |
| false | falsify | public | {publish {publicize |
| familiar | familiarize | | pure |
| feeble (कमजोर) | enfeeble | quiet | quieten |
| fertile (उर्वर) | fertilize | rare | rarefy |
| fine | fine, refine | real | realize |
| firm | {confirm, {affirm | rich | enrich |
| fond | fondle | short | shorten |
| foul | defile | sick | sicken |
| fresh | refresh | solid | {consolidate, {solidify |
| general | generalize | | special |
| glad | gladden | stable | stabilise |
| hale | heal | strange | estrangle |
| hard | harden | strong | strengthen |
| high | heighten | stupid | stupefy |
| humble | {humiliate, {humble | sure | ensure |
| just | justify | sweet | sweeten |
| large | enlarge | thick | thicken |
| little | belittle | timid | intimidate |
| liquid | liquify | vile | vilify |
| long | {lengthen, {elongate | venerable | venerate |
| low | lower | white | whiten |
| mad | madden | wide | widen |

(F) Formation of Adjectives from Nouns

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|--------------|-------------------|--------------|-------------------|
| accident | accidental | affection | affectionate |
| advantage | advantageous | air | airy |
| adventure | adventurous | ancestor | ancestral |
| advice | advisable | angel | angelic |

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|-------------------------|---------------------------------|--------------|---------------------------|
| angle | angular | day | daily |
| atmosphere | atmospheric | devil | devilish |
| authority | authoritative | dew | dewy |
| autumn | autumnal | discipline | disciplinary |
| beauty | beautiful | drama | dramatic |
| black | black, blackish | duty | dutiful |
| blood | bloody | earth | {earthly, {earthen |
| body | bodily | east | eastern |
| book | bookish | economy | {economic, {economical |
| boy | boyish | emperor | imperial |
| brass | {brassy, {brazen | empire | |
| burden | burdensome | enemy | inimical |
| bush | bushy | envy | {envious, {envious |
| calamity | calamitous | example | exemplary |
| capacity | capacious | expense | expensive |
| centre | central | fable | fabulous |
| ceremony | {ceremonial, {ceremonious | face | facial |
| character | characteristic | faith | {faithless, {faithful |
| cheer | cheerful | fame | famous |
| child | {childish, {childlike | fancy | fanciful |
| chivalry | chivalrous | fate | fateful, fatal |
| circle | circular | father | fatherly |
| class | {classic, {classical | fault | faulty |
| climate | climatic | favour | favourable |
| cloud | cloudy | fear | {fearful, {fearless |
| comfort | comfortable | feather | feathery |
| commerce | commercial | fever | feverish |
| condition | conditional | fire | fiery |
| conscience | conscientious | fish | fishy |
| contempt (contempt) | {contemptible, {contemptuous | flesh | fleshy |
| courage | courageous | flower | flowery |
| coward | cowardly | fog | foggy |
| crime | criminal | fool | foolish |
| custom | customary | force | {forcible, {forceful |
| danger | dangerous | | |

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|---------------|-----------------------------|---------------|-------------------------------------|
| fortune | fortunate | labour | laborious |
| friend | friendly | law | lawful |
| fruit | fruitful | life | {lifelike, lively, living |
| fury (क्रोध) | furious | limit | {limited, limitless |
| ghost | ghostly | lord | lordly |
| glory | glorious | love | {lovely, loving |
| god | godly, godlike | machine | mechanical |
| gold | golden | man | {manly, manful |
| habit | habitual | medicine | medicinal |
| hair | hairy | memory | memorable |
| hand | handy | merchant | mercantile |
| harm | {harmless, harmful | mercy | {merciful, merciless |
| haste | hasty | merit | meritorious |
| health | {healthful, healthy | metal | metallic |
| heart | heartly | mind | mental |
| heaven | heavenly | miracle | miraculous |
| heir | hereditary | mirth | mirthful |
| (वसुधाविचारी) | | | |
| hero | heroic | moment | {momentary, momentous |
| hill | hilly | money | monetary |
| history | {historic, historical | month | monthly |
| home | homely | mother | motherly |
| honour | {honorary, honourable | muscle | muscular |
| hope | {hopeful, hopeless | music | musical |
| horror | horrible | mystery | mysterious |
| hour | hourly | nation | national |
| humour | humorous | nature | natural |
| ignorance | ignorant | navy | naval |
| industry | {industrial, industrious | need | needy, needful |
| irony | ironic, ironical | neighbour | neighbourly |
| joke | jocular, jocose | nerve (शक्ति) | nervous |
| joy | joyful, joyous | night | nightly |
| judge | {judicious, judicial | north | northern |
| king | kingly | number | {numeral, numerous, numerical |

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|--------------|-----------------------------|--------------|--------------------------------|
| office | official | sympathy | sympathetic |
| origin | original | system | systematic |
| ornament | ornamental | table | tabular |
| palace | palatial | talk | talkative |
| passion | passionate | terror | terrible |
| peace | peaceful | thief | thievish |
| people | { popular, { populous | thought | { thoughtful, { thoughtless |
| person | personal | title | titular |
| picture | picturesque | tragedy | tragic |
| play | playful | trifle | { trifling, { trivial |
| practice | practical | trouble | troublesome |
| pride | proud | tutor | tutorial |
| profit | profitable | type | typical |
| quarrel | quarrelsome | value | valuable |
| queen | queenly | verb | verbal |
| question | questionable | vice | vicious |
| ruin | ruinous | vigour | vigorous |
| sand | sandy | virtue | virtuous |
| school | scholastic | voice | vocal |
| science | scientific | war | warlike |
| season | { seasonable, { seasonal | watch | watchful |
| sense | { sensible, { sensitive | water | watery |
| service | serviceable | week | weekly |
| shame | { shameful, { shameless | will | { wilful { willing |
| sight | sightly | winter | wintery |
| silk | silken | woman | { womanly, { womanish |
| slave | slavish | wool | woollen |
| smoke | smoky | world | worldly |
| society | social | worth | worthy |
| solitude | solitary | wretch | wretched |
| space | { spacious, { spatial | year | yearly |
| star | starry, astral | youth | youthful |
| storm | stormy | zeal | zealous |
| sun | sunny | | |

8. FIGURES OF SPEECH

1. *Simile*—Comparison between two dissimilar (different) things or persons on certain points is called *simile*. From this it follows that likeness between two different things is shown on a few points only. The words commonly used to introduce a *simile* are—
like, as, just' as....in the same way, even as....so, as....so.

Examples

- (a) Thy soul was *like* a star....
- (b) Her eyes *as* stars of twilight fair,
Like twilight's too, her dusky hair;
- (c) My heart is *like* a singing bird.
- (d) *Like* to the summer's rain,
Or *as* the pearls of morning dew.
N'ver to be found again.

In all the examples, two dissimilar things have been compared and some points of similarity have been discovered between them. It should, however, be noted that in ultimate analysis the two dissimilar objects remain dissimilar. The presence of *as* or *like* shows that the things compared are only similar, and not identical. In case of metaphors, the things compared are treated as one and the same.

2. *Metaphor*—Comparison between two dissimilar things or persons on all points (or in all respects) is called *metaphor*. The qualities of one object are thus completely transferred to another and there is cent per cent correspondence between the two objects compared. It is an essential function of a metaphor, for metaphor means 'transferring'. From this it is clear that the two things cease to be different and become one. It is possible only when complete identity between two things is discovered in a fit of imagination. Naturally, *like*, *as*, etc. which show similarity on a few points only are not used to introduce a metaphor.

Examples

- (a) He is the *star* of the family.
- (b) Was your hope *drunk* ?
Wherein you *dressed* yourself ?
- (c) The camel is the *ship* of the desert.
- (d) This news is a *dagger* to my tender heart.

In all these examples two different objects have been compared. comparison is so complete that the two objects become one and

the same. A simile creates the impression that the objects compared are no doubt similar but they are still different from each other.

3. **Allegory, Parable, Fable**—*Allegory, parable and fable* are fictitious stories that teach some moral. At times it is difficult to distinguish between a parable and an allegory, for, as Mr. Fowler puts it, 'every parable is an allegory and every allegory a parable.' There are, however, certain points of difference between them. A parable is a story that aims at answering a single question or suggesting a single principle and offering a definite moral. But an allegory is a story of greater length and the aim is not so clearly didactic. Allegory has been defined in the Oxford English Dictionary as '*an extended or continued metaphor*' and by J. C. Nesfield as '*a series of metaphors or symbols*'. Mr Fowler rightly comments that the definition would have been better suited to *parable* than to *allegory*. Since an allegory is of greater length, worked out in greater details, we should accept the definition given by Mr. Fowler—'It may fairly be said that *parable is extended metaphor and allegory extended simile*.' Spenser's *Faerie Queene* and Bunyan's *Pilgrim's Progress* are allegories. *The Bible* (New Testament) has several parables meant to teach some moral lesson.

A fable, too, is a type of story that teaches a moral. In most of the fables birds and beasts and even insects are treated like human beings and so they are made to think, feel, speak and act like men and women. Swift's *The Spider and the Bee* and *Aesop's Fables* are nice specimens of a fable.

4. **Personification**—Sometimes lifeless things are treated as if they were human beings. This is called *personification*.

Examples

- (a) Nature might stand up
And say to all the world
This was a man.

- (b) Death lays his icy hand on kings.

In the above examples, *Nature* and *Death* which are lifeless objects have been treated as persons i.e. living beings.

5. **Apostrophe**—Sometimes lifeless things are addressed as human beings. This is called *apostrophe*. Apostrophe, too, is a sort of personification but in personification things are not addressed.

Examples

- (a) O Death ! come soon.
(b) O Liberty ! why are you so dear ?
(c) Come, Peace of mind....

In these examples, *Death*, *Liberty* and *Peace of mind* have been addressed by name, as living beings are addressed as Ram or Shyam.

6. **Pathetic Fallacy**—Sometimes Nature is regarded as taking active interest in human affairs. *Pathetic fallacy*, too, therefore is a kind of personification but the difference between them is that the element of Nature's interest in man's destiny is not present in personification. In pathetic fallacy, Nature is happy or sorry at the rise or fall of man.

Example

Earth felt the wound, and Nature from her seat sighing through all her works, gave signs of awe that all was lost.

In the above lines, Earth and Nature have been shown to be in sorrow at the loss in man's life. They are actively interested in human affairs.

7. **Climax**—This is a Greek word meaning a ladder. As in a ladder, so in *climax* the sense rises step by step to what is more and more important. The different ideas are arranged in ascending order of importance. The least important idea is placed first and the most important last.

Examples

(a) He was abused, beaten and killed.

(b) She sobs, groans and cries.

(c) I came, I saw, I conquered.

8. **Anticlimax or Bathos**—It is a sudden descent (fall) from something grand and great to something extremely small. In this way, something serious and important is mixed up with what is extremely light and unimportant. The total effect of this arrangement is one of humour and ridicule.

Examples

(a) No louder shrieks by dames to heaven are cast,

When *husbands* die or *lap-dogs* breathe their last.

Here husbands and lap-dogs have been placed side by side to make the whole thing ridiculous.

(b) Who in course of one revolving moon was *lawyer*, *statesman*, *fiddler* and *buffoon*.

Here, too, something great (lawyer and statesman) has been mixed up with what is trivial (fiddler and buffoon).

9. **Zeugma**—It literally means 'yoke'. By *zeugma* two nouns are joined (yoked) to only one verb and this verb suits only one of

the nouns joined. Naturally, such a verb gives two entirely different meanings and produces humour. Zeugma is, therefore, very much like bathos.

Examples

- (a) He took his *hat* and his *leave*.
- (b) The *moment* and the *vessel* passed.

10. **Antithesis**—In this figure of speech one set of words or phrases in the first part of a sentence is set against another in the second part. There is some sort of contrast between the two sets of words or phrases and they are balanced against each other.

Examples

- (a) *United we stand, divided we fall.*
- (b) *Man proposes, God disposes.*

In the first example, one set (united we stand) is set against another (divided we fall). These two sets of ideas are contrasted and balanced. In the second sentence, 'proposes' is set against 'disposes' and 'man' against 'God'.

- (c) *To err is human, to forgive divine.*

11. **Epigram**—Maximum of sense in the minimum of space is *epigram*. That is to say, a statement is called epigram if it is extremely concise. Only a few words convey a lot of sense and the statement is witty.

Examples

- (a) Crying is the refuge of plain women, but the ruin of pretty ones.
- (b) Studies serve for delight, for ornament and ability.

12. **Oxymoron**—In this figure of speech two terms which are opposite in meaning are placed side by side and they form one lovely phrase.

Examples

- (a) A *noiseless noise* among the leaves.
- (b) And all its *aching joys* are no more.

13. **Paradox**—There are statements that appear to be meaningless and even absurd but on second thought they are found to be quite significant. A *paradox*, too, like epigram, is a precise statement having a lot of sense at bottom but almost no sense on the surface.

Examples

- (a) There is none so *poor*, as a *wealthy miser*.
- (b) He who goes against the *fashion* is himself its *slave*.

14. **Metonymy**—It means 'name-change'. *Metonymy* is the use of an attribute (quality) for the thing. This attribute suggests the thing associated with it.

Examples

Crown for *king*, *pen* for *writer* and *purse* for *money*.

The *pen* is mightier than the *sword*.

Here 'pen' is used for 'writer' and 'sword' for 'soldier'.

15. **Synecdoche**—The mention of a part of a thing for the whole or *vice versa* (i. e. whole for the part) is called *synecdoche*.

Examples

(a) He can no longer earn his *bread*. (necessaries)

(b) Five more *hands* are needed. (men)

'Bread' is only a part of the necessities of life and 'hand' is only a part of man. But here the part of a thing suggests or stands for the whole of it—'bread' for all the necessities of life and 'hands' for men.

16. **Irony**—*Irony* is a type of statement which has double meaning—*surface meaning* and *inner meaning*. The inner meaning is opposite to the surface meaning and the intention of a speaker is to convey this inner meaning. It is only the careless or ignorant audience that can accept the surface meaning. In Shakespeare's *Julius Caesar* Antony again and again describes Brutus and his friends as 'honourable men' but what he really wishes to suggest is that they are not honourable at all. Here 'honourable' means 'dishonourable'. In this way, irony is a sort of veiled (hidden) attack.

17. **Sarcasm**—*Sarcasm* is a direct attack and aims at censure, ridicule or contempt. The essence of sarcasm is the aim of giving pain by the use of bitter words. Irony, too, cuts quite deep but sarcasm cuts with an iron dagger. It does not cut as cleverly as irony. Swift describes mankind as 'the most pernicious race of little odious vermin'. It is a bitter and direct statement.

18. **Innuendo**—*Innuendo*, too, is a sort of censure or ridicule but it is never direct. It is only hinted at cleverly as in irony but it lacks the double meaning of irony. It is, therefore, different from both irony and sarcasm, for sarcasm is a direct censure, whereas innuendo is an indirect one.

Example

He was born of rich but honest parents.

Here the use of 'but' indirectly suggests (hints) that the rich are not honest. It is a bitter censure but it is not stated in plain words.

19. *Hypallage or Transferred Epithet*—Sometimes an *epithet* (adjective) is transferred or attached to a word with which it is associated instead of to a word to which it really belongs. In other words, the positions of certain adjectives are transferred and so they qualify not the right noun but some other noun placed near it.

Examples

(a) He lay sobbing on his *sleepless* pillow.

(b) He passed a *restless* night.

In these examples the adjectives (*sleepless* and *restless*) have been transferred from 'he' to some other noun (*pillow* and *night*). These adjectives really belong to 'he' and not to 'pillow' or 'night'. Hence, these two adjectives (epithets) are here *transferred epithets*.

20. *Litotes*—It is a figure of speech in which a negative (*no*, *not*) is used with some other word to express a strong affirmative. *Litotes* is a type of understatement (*meiosis*) that aims at enhancing the impression. A clearly positive statement is often not as effective as an understatement.

Example

He is *no mean* scholar.

Here 'no mean' means 'very great' and it is a more effective and impressive statement than 'very great'. In the same way, 'not a few' means 'a large number' and 'not bad' means 'excellent'.

21. *Hyperbole or Exaggeration*—It is an overstatement as opposed to understatement (*litotes*) and statement of facts. *Litotes* and *hyperbole* do not make a statement of facts as they are. *Litotes* understates whereas *hyperbole* overstates them. Both of them, however, aim at the same thing—to create a powerful effect. In *hyperbole* things are represented as much greater or smaller than they actually are.

Examples

Ten thousand saw I at a glance.

Forty thousand brothers could not . . . make up the sum.

Here the number (*ten thousand*, *forty thousand*) is not a literal statement of facts. It is a definite exaggeration (*overstatement*) to create a strong impression.

22. *Euphemism*—The use of a good, agreeable or auspicious word instead of an evil, disagreeable or inauspicious word is called *euphemism*. It aims at avoiding blunt or bitter truth and hence it avoids such words as are not polite or pleasing. For instance, 'to breathe one's last' is used for 'death' and 'a light fingered person'

for 'thief'. 'Death' and 'thief' and such other words are rather blunt or plain descriptions and so they are avoided in a decent society.

23. *Periphrasis* or *Circumlocution*—It means a piece of writing that is neither plain nor precise. On the contrary, even a plain and simple thing is expressed in a roundabout way. The result is that one has to use much more words than necessary. In euphemism, too, there is a roundabout way of putting things and hence several unnecessary words are used for a single word. But there is a difference between euphemism and periphrasis. The former adopts a roundabout method because it wishes to avoid words that are disagreeable but the latter has no such intention. Euphemism aims at decency but *periphrasis* aims just at verbal beauty. It is therefore very often difficult to make any head or tail of it and one has the feeling of reading nothing but a group of lovely words. It is therefore considered to be a faulty style.

Examples

- (a) The flaming orb of the day = the sun.
- (b) One's prominent feature = one's nose.
- (c) The shining leather = boots.

24. *Tautology* or *Pleonasm*—Repetition of the same idea in different words is called *tautology*. Tautology, too, like periphrasis is a faulty style because one has to use a lot of such words as can easily be avoided. It is in a sense the opposite of precis and, to say the least, is a careless piece of writing.

Examples

- (a) He is an extremely old man of hundred years.
- (b) He rejoiced at the happy sight

In the first sentence the use of 'extremely old' is unnecessary, for it merely repeats the idea in 'man of hundred years'. Can a man of hundred years be ever young? In the second example the word 'rejoice' presupposes that the sight must have been happy, for one cannot possibly rejoice at an unhappy sight. Then why use 'happy' at all? It is thus clear that tautology serves no useful purpose. It can, however, be justified when it lays emphasis.

25. *Repetition*—Sometimes the key word (important word) in a sentence is repeated. *Repetition* in itself is a fault, as in tautology, but it is fully justifiable if it aims at giving expression to some deep emotion. In that case it tries to create a powerful effect, as in

the following lines—

(a) O *dark, dark, dark* amid the blaze of noon.

(b) *Alone, alone, all, all alone.*

Alone on a wide, wide sea.

In the first line 'dark' is repeated thrice to suggest a sense of utter darkness. This impression cannot be created without repetition. In the second example, the poet tries to describe the feeling of terrible loneliness and hence repetition here is welcome and even essential.

26. **Interrogation**—It is a kind of question to which there is only one answer—either a strong affirmative or a strong negative. The very nature of the question determines the answer. The reason is that it contains some truth or fact which has to be either affirmed or denied.

Examples

(a) *Is there anybody here* who does not love his mother and his motherland ?

(b) If you succeed, *do you not rejoice ?*

The answer to the first question is a strong negative 'No' and the answer to the second one is a strong affirmative 'Yes'. The questions are such that no other answer is possible. So, the answer to an *interrogation* is inevitable and it is the same answer as the writer expects the reader to give.

27. **Exclamation**—It is a strong expression of some powerful feeling. Naturally, the rules of grammar very often fail to control the writer. The effect, however, is very strong. In fact, it is stronger than a full grammatical sentence can ever create.

Examples

(a) A horse ! a horse ! a kingdom for a horse !

(b) and oh !

The difference to me !

The rush of intense emotion sweeps the poets away. They cannot but write broken sentences like these. But mark their effect. Well, it is tremendous.

28. **Pun**—*Pun* is a play on words. Lots of words, we know, have more than one meaning. Pun is a play on the different meanings of a word. It is rather a light work and so it may be said that the pun is a playing upon words. In fact it is generally for some fun that pun is used.

Examples

(a) If a woman loses her husband, she pines for a *second*. (sixtieth part of a minute; another)

(b) An ambassador *lies* abroad for the good of his country. (lives; tells lies)

In the above examples 'second' and 'lies' each has two meanings, and pun lies in using the words in different senses.

29. **Alliteration**—The use of words beginning with or containing the same letter or sound is called *alliteration*. Generally, it aims more at beauty than at utility and hence it is not a serious work of art.

Examples

(a) After life's fitful fever he sleeps well.

(b) In a summer season when soft was the sun.

In the first sentence 'f' is repeated and in the second 's'; so, there is a lot of 'f' sound in the first sentence and 's' sound in the second. Alliteration, therefore, aims at producing a particular type of sound. If this sound suggests proper sense, it does serve some useful purpose.

30. **Onomatopoeia**—It means 'name-making' and is based upon the principle of imitation. *Onomatopoeia*, therefore, is the formation of a name (or word) by imitating the natural sound that is associated with the object. An onomatopoeic word is suggestive of the sound or the quality of the object. 'Babble', 'croak' and 'puff-puff' are some of the instances on the point. These words have been formed by imitating the natural sounds or qualities of the objects associated with them. Such words aim at suggesting or echoing the sense and are therefore highly effective.

Figures of Speech

Point out the Figures of Speech in the following and give your comments—

1. Her hair is as black as night, and as soft as velvet. The enemy came down like a wolf. Money is like manure; not good unless it is spread. It is as swift as an arrow. He is as thin as a stick. Time, like an ever-rolling stream, bears all its sons away.

Hints—These are similes—are apt (appropriate) but hackneyed—not fresh—so they fail to add force to a description.

2. The camel is the *ship* of the desert. Hope is the *anchor* of the soul. She has *stony* heart. The leader put *all his cards* on the table. I have *caught* cold. Don't *shut your eyes* to your faults. The ambassador was *bombarded* with questions. He is the *salt* of the earth.

Hints—These are metaphors—are so old that they have almost ceased to be metaphors and have become a part of common speech.

3. (a) It is no use beating about the bush. You had better hit the nail on the head before it is too late.

(b) The soldier put his foot in it right up to the hilt.

(c) Life is an illusion. It is a shadow that bursts in no time and leaves mere ashes behind.

Hints—(a) Mixed metaphor—hunting and hammering mixed up—is rather far-fetched and confused. (b) Mixed Metaphor—foot and sword mixed up—strained and confused—lacks force and fails to add clearness to the description. (c) Mixed metaphor—Life has been compared to a number of things one after another—illusion, shadow, bubble (*bursts* suggests that life is a bubble) and fire (life burnt to ashes by fire)—the mind at work seems to be confused.

4. "How far that little candle throws its beams "

So shines a good deed in a naughty world."

Hints—It is a simile, although *as* or *like* has not been used. A simile may be expressed by placing two objects side by side. This arrangement suggests certain points of similarity between them. This device has been employed in the above two lines. A good deed in a wicked world is like a candle in darkness.

5. (a) "Here, thou great Anna ' whom three realms obey,

Dost sometimes counsel take—and sometimes tea "

(b) She has lost her health, her wealth, her reputation and her handkerchief all at once.

(c) "Miss Bolo went home in a flood of tears and a sedan chair."

Hints—Bathos or Anticlimax. In all the examples something great has been mixed up with something hopelessly trivial. This produces humour and ridicule.

6. (a) O death, where is thy sting ?

(b) O Solitude, where are the charms,

That sages have seen in thy face ?

Hints—Apostrophe.

7. (a) "The moon doth with delight,

Look round her when the heavens are bare."

(b) "The grey-eyed morn smiles on the frowning night "

(c) "Knowledge is proud that he has learnt so much,

Wisdom is humble that he knows no more."

Hints—Personification. In (a) there are two figures—personification in "The moon her" and periphrasis in "when the heavens are bare" for *the sky is clear*.

8. (a) "So frowned the mighty combatants, that hell

Grew darker at their frown "

(b) "Here's the smell of blood stilt : all the perfumes of Arabia will not sweeten this little hand "

(c) She grew so weak that you could knock her down with a feather.

Hints—Hyperbole.

9. "Men must work and women must weep."

(b) "Men have many faults, women only two."

Hints—Antithesis.

10. (a) He had no little difficulty .

(b) There are no fools here : they have all become leaders.

(c) You must have, 'a heart to resolve, a head to continue, and a hand to execute.'

(d) He took his hat and his leave.

(e) "What a piece of work is man!"

(f) "He who can, does; he who cannot, teaches."

(g) "Life is bitter sweet."

Hints—(a) Litotes; (b) Innuendo; (c) Climax; (d) Bathos (or better call it Zeugma); (e) Exclamation; (f) Epigram; (g) Oxymoron.

SIMILAR EXPRESSIONS DISTINGUISHED

1. (a) The dinner is *already* on the table.
(*Already* suggests time and the sentence means—The dinner is placed from before.)
- (b) The dinner is *all ready* on the table.
(*All ready* means 'fully prepared' and the sentence means—The dinner is fully prepared.)
2. (a) It cost me *almost* thirty pounds.
(*Almost* means 'about' and is a mere statement of price i.e. about thirty pounds.)
- (b) It cost me *nearly* thirty pounds.
[Here '*nearly*' suggests that the price (about thirty pounds) was more than I wished to pay.]
3. (a) I have *always* tried. (at all times)
- (b) I have tried *all ways*. (every possible way)
4. (a) *Anyone* will do. (one of the persons)
- (b) *Any one* will do. (one of the things)
5. (a) She dislikes you as much as *I*.
(She dislikes you as much as I dislike you)
- (b) She dislikes you as much as *me*.
(She dislikes both you and me in equal degree.)
6. (a) He walks *as if he were* drunk.
(The sentence suggests that *he is not drunk*.)
- (b) He walks *as if he is* drunk.
(The sentence suggests that *he is drunk*.)
7. (a) She helped him, *as well as I*. (She and I both helped him.)
- (b) She helped him, *as well as me*.
(She helped both him and me.)
8. (a) There are, *too*, many people who accept bribe.
(Here *too* is separated from *many* and means 'also'.)
- (b) There are *too many* people who accept bribe.
(Here *too* is attached to '*many*'. Thus *too many* means 'more than the proper number'.)

9. (a) He was *familiar to* me.

(*Familiar to* means 'known to'. The sentence, therefore, means—I recognised him without any difficulty, because was known to me already.)

- (b) He was *familiar with* me.

(*Familiar with* means 'having a fairly good knowledge of' or 'to know intimately'. The sentence, therefore, means—I treated me in a friendly manner as though he knew me intimately.)

10. (a) *My friend* is ill.

(*My friend* suggests a definite person whose identity is well known.)

- (b) *A friend of mine* is ill.

(It suggests 'someone with whom I am friendly'. It is not definite and specific.)

11. (a) It is a *gold* ring. (It is a ring made of gold.)

- (b) It is a *golden* ring. (The ring has the colour of gold.)

12. (a) *Have* you constipation ?

(Do you suffer from constipation at this moment ?)

- (b) *Do you have* constipation ?

(Do you generally or habitually suffer from constipation ?)

Note—'Do have' is used for what is general or habitual, whereas 'have' is used when the reference is to one particular occasion and particularly to a strict present. Note the difference in meaning between—

I have no book.

(I have no book with me at the present moment.)

I do not have a book.

(Not to speak of possessing a book at this moment, I do not possess a book at all.)

I haven't to go to college on Sunday.

(this coming Sunday only.)

I don't have to go to college on Sunday.

(as a general rule.)

I hadn't anything to eat.

(I had no food in my possession at that time.)

I didn't have anything to eat.

(I did not eat any food.)

13. (a) Will you see if Ram has arrived yet ?

(It is used when the speaker wishes or hopes for a possible answer.)

- (b) Will you see *whether* Ram has arrived yet ?
(*Whether* suggests a mere enquiry and the speaker is prepared for a positive or negative answer.)
14. (a) I feel *ill*.
(I am unwell)
(b) I feel *sick*.
(I feel nausea or vomiting tendency.)
15. (a) *Only* he read a book.
(He read but nobody else read.)
(b) He *only* read a book.
(He read but he didn't understand it.)
(c) He read *only* a book.
(He read a book but he didn't read anything else)
16. (a) She *often* thinks of marrying.
(She now thinks of getting married.)
(b) She thinks of marrying *often*.
(She thinks of getting married several times.)
17. (a) Ram will have written a letter.
(Ram will have finished a letter in future. That is, the letter will be written by Ram.)
(b) Ram will have a letter written.
(Ram will get a letter written by somebody else. That is, the letter will not be written by Ram.)
18. (a) He is a greater *soldier* than *statesman*.
(He is both soldier and statesman but he is greater as a soldier.)
(b) He is a greater *soldier* than a *statesman*.
(He is a greater soldier than a statesman is. That is, he is a soldier but not a statesman)
19. (a) My dog is better than *Mohan's*.
(My dog is better than *Mohan's* dog.)
(b) My dog is better than *Mohan*.
(My dog is better than Mohan himself.)
20. (a) *Who* is he ?
(What is his name or parentage ?)
(b) *What* is he ?
(What is his profession or social status ?)
(c) *Which* is he ?
(The question inquires about a particular person out of a group of persons)

21. (a) *I must do this work.*
(It indicates some internal compulsion.)
(b) *I have to do this work.*
(It indicates some external compulsion.)
(c) *I should do this work.*
(It indicates a sense of duty.)
22. (a) *Happily, his father did not die.*
(His father did not die and it was a happy (fortunate) thing.)
(b) *His father did not die happily.*
(His father died and his death was not a happy one.)
23. (a) *The poet and philosopher has said so.*
(The same person is both poet and philosopher and has said so.)
(b) *The poet and the philosopher have said so.*
(There are two persons. The one is a poet and the other is a philosopher and both have said so.)
24. (a) *He has a black and a white cat.*
(He has two cats. One is black and the other is white.)
(b) *He has a black and white cat.*
(He has only one cat. It is partly black and partly white.)
25. (a) *He loves Sheela more than I.*
(He and I love Sheela but he loves her more than I do.)
(b) *He loves Sheela more than me.*
(He loves Sheela and me but he loves her more than I love me.)
26. (a) *He is not at home.*
(He is not in the house.)
(b) *He is not yet home.*
(He has not yet returned home from outside.)
27. (a) *She is a woman.*
(*Woman* denotes sex.)
(b) *She is a lady.*
(*Lady* denotes social rank. The sentence therefore suggests that she is not an ordinary woman.)
28. (a) *Do you like this kind of wine.*
(Wine of this brand or make.)
(b) *Do you like wine of this kind?*
(Wine of this quality)
29. (a) *You will not find that book so easy.*
(That book is rather difficult.)

- (b) You will not find that book *so easily*.
(It would be difficult for you to get that book.)
30. (a) It is not *worth* saving.
[It (something) is so small or insignificant that it does not deserve to be saved.]
- (b) It is not *worth-while* saving.
(Saving is rather useless. It is no use saving money.)
31. (a) I shouldn't do that if I were you.
(I should refrain from doing that if...)
- (b) I wouldn't do that if I were you.
(I should refuse to do that if...)
32. (a) I went *to college*.
(I went there to learn or teach.)
- (b) I went *to the college*.
(I went just to see or visit the place.)
33. (a) He was *surprised by* the police.
[He was taken by surprise (caught unawares)]
- (b) He was *surprised at* the police.
(He was filled with surprise at the sight of the police.)
34. (a) The police *searched* the thief.
(The thief was caught and the police were searching his pockets etc.)
- (b) The police *searched for* the thief.
(The thief was absconding. The police were trying to trace him out.)
35. (a) What *sort of* musician is he ?
(It inquires about his classification whether he is in a band or an orchestra.)
- (b) What *sort of a* musician is he ?
(It inquires about his capabilities whether he is great or average or bad.)
36. (a) These books have been bought for *Leela and Sheela's* sake.
(Here the two persons are thought of together.)
- (b) These books have been bought for *Leela's and Sheela's* sake.
(Here the two persons are thought of separately.)
37. (a) Tea is *fairly* hot.
(It is as hot as it should be.)
- (b) The tea is *rather* hot.
(It is too hot. It is more hot than it should be.)
38. (a) Did she do it *then* ?
(Here 'then' is a part of the sentence meaning 'at that time')

- (b) Did she do it, *then* ?
(Here 'then' stands apart from the sentence. It is an introductory adverb, and not an adverb of time)
39. (a) He *lives* in India.
(He lives permanently.)
(b) He *is living* in India.
(He is in India at present but does not live here permanently.)
40. (a) I *dare* to say.
(I have the courage to say. I am bold enough to say)
(b) I *dare* say.
(I believe or think likely)
41. (a) He is *dying*. (expiring, on the point of death)
(b) He is *dyeing*. (colouring a piece of cloth)
42. (a) It is *lawful*. (not against law)
(b) It is *legal*. (sanctioned and recognised by law)
43. (a) Which do you like *best* ?
(The sentence indicates that one's liking is dependent upon a comparison between the qualities of the things amongst which one has to choose.)
(b) Which do you like *most* ? (The sentence indicates that one's liking is a mere personal preference without any comparison. In other words, the sentence means— 'What is your choice' without giving reasons for it.)
44. (a) I should have liked *to go*. (The sentence expresses a desire that is a past one)
(b) I should like *to have gone*. (The sentence expresses a desire that is a present one)
45. (a) He *may* have been injured. (The possibility of his being injured still exists)
(b) He *might* have been injured. (The possibility of his being injured existed in the past but it does not exist any longer)
46. (a) I am *at fault*. (I am puzzled.)
(b) I am *in fault*. (I am to blame.)
47. (a) I am *tired of* writing. (I am exhausted.)
(b) I am *tired with* writing. (I am disgusted.)
48. (a) She is the *best poetess*. (best of all the female poets)
(b) She is the *best poet*. (best of all the poets, male and female taken together)
49. (a) *Speak or die*. (You shall die if you do not speak.)
(b) *Speak and die*. (You shall die if you speak.)

50. (a) He appears *to be ill*. (He seems to be ill at present.)
(b) He appears *to have been ill*. (He was ill but is not so now.)
51. (a) He *may have gone*. (I am not sure if he has gone.)
(b) He *might have gone*. (He did not go although he could.)
52. (a) Poor *as he is*. (although he is poor)
(b) *As he is poor*. (because he is poor)
53. (a) He reached *safe*. (He was safe and sound when he reached.)
(b) He reached *safely*. (He reached without any trouble on his way.)
54. (a) He works *hard*. (He labours hard.)
(b) He *hardly* works. (He does not labour)
55. (a) He went *to market*. (to purchase something)
(b) He went *to the market*. (for some other purpose, not to purchase anything)
56. (a) He *thinks little* of me. (He has a poor opinion about me.)
(b) He *little thinks* of me. (He does not remember me.)
57. (a) Go to college *direct*. (Go without stopping anywhere on the way.)
(b) Go to college *directly*. (Go at once without any delay)
-

RE-WRITING IN SIMPLE ENGLISH

(A)

Re-write the following sentences in simple English, avoiding re-
about expressions—

1. The clerk was given the sack. (was discharged)
2. He speaks as though he had the *Elgin marbles* in his mouth.
(He speaks in an affected tone)
3. We partook of a cup that cheers but not inebriates. (We had coffee)
4. I spotted him two points. (allowed)
5. He is a professor of the tonsorial art. (He is a barber.)
6. He is a hair-dresser. (He is a barber.)
7. I can't tolerate his minatory expressions. (threats)
8. Culinary department. (kitchen)
9. Culinary knowledge. (art of cooking)
10. He is the head of the culinary department. (He is the head cook.)
11. To trip the light fantastic toe. (to dance)
12. This is my dear lady-dog. (bitch)
13. He is a Solomon. (He is a wise man.)
14. The sacred page. (The Bible)
15. He showed a clean pair of heels. (He escaped with speed.)
16. He is burning the candle at both ends. (He lives recklessly.)
17. He always tries to feather his own nest. (to enrich himself)
18. To face the music. (to accept something unpleasant)
19. He shook in his shoes. (was frightened)
20. Discord fell on the music of his cord. (He went mad)
21. The finny dentzens of the deep look very lovely. (fish)
22. The adverse climatic conditions. (bad weather)
23. A succulent bivalve. (oyster)
24. The lords of creation. (mankind)
25. The weaker vessel. (womankind)
26. The nuptial tie. (marriage)
27. He is a medical attendant/adviser. (doctor)

28. *The hand that rocked the cradle has kicked the bucket.* (mother has died)
29. He is *not quite exact* in his statement. (He is a liar. He tells a lie.)
30. His statement *suffers from terminological inexactitude.* (He tells a lie.)
31. *The heavens are bare.* (The sky is clear.)
32. *The pen is mightier than the sword.* (An author is superior to a soldier.)
33. *To put a ceiling on prices.* (to control prices)
34. *To draw the long bow* (to exaggerate)
35. His soul *left for its heavenly abode.* (He died.)
36. He *breathed his last.* (died)
37. It is *all over with him.* (died)
38. He *departed from this world.* (died)
39. He *passed away.* (He died.)
40. He sleeps the *sleep that knows no breaking.* (He is dead.)
41. He has *joined the great majority.* (He died.)
42. He was *gathered to his forefathers.* (He died.)
43. He *closed his busy life.* (He died.)
44. *Death laid his icy hand on him.* (He died.)
45. He *gave up the ghost.* (died)
46. He *went the way of all flesh.* (died)
47. He *paid the debt to Nature.* (died)
48. He *fables not.* (He speaks the truth.)
49. He is *no mean thinker.* (He is a great thinker.)
50. He is singularly *unfortunate in his dealings with his wife.* (He is not on happy terms with his wife.)
51. He *partook of his meal.* (He ate his meal.)
52. I feel an *aching void.* (I feel hungry.)
53. The *inner man* must be satisfied. (the stomach)
54. He is a *meat purveyor.* (butcher)
55. He is *an operative.* (He is a workman.)
56. Do you like the *fragrant weed?* (tobacco)
57. This is a *canine specimen.* (This is a dog)
58. There was a lot of *transformation of capital.* (There was a lot of expenditure.)
59. He was *made a recipient* of a gift. (He received a gift.)
60. *Silver and gold* have I none. (I have no money.)
61. He had been *Her Majesty's guest.* (He had been a prisoner.)

62. There is a *mixture of the lion and the fox* in him. (He is strong and clever)
63. He has reached the *evening of his life*. (He has grown old.)
64. He is the *Nestor of his service*. (the oldest man)
65. She lay all night on her *sleepless pillow*. (She did not sleep.)
66. The soldier is worthy of his *steel*. (worthy of his sword)
67. His *prominent feature* was like an eagle's beak. (his nose)
68. It was blown away by the *viewless couriers of the air*. (by the winds)
69. Are you interested in *Euclid*? (geometry)
70. His *snowy locks* look lovely. (gray hair)
71. The thief was *put in irons*. (was fettered)
72. He resembles the animal that *brouses on thistle*. [He is (or is like) an ass.]
73. He was *put away*. (was murdered)
74. He is a *legal adviser*. (He is a lawyer.)
75. His action is *not friendly*. (is inimical)
76. I had *no little* difficulty. (I had a lot of difficulty.)
77. *Natal day*. (birth day)
78. *Nocturnal watch*. (night watch)
79. The *shining leather* that covers our limbs. (skin)
80. Then I felt like some *watcher of the skies*. (astronomer)
81. This *festive board* is lovely. (dinner-table)

(B)

Rewrite the following sentences in simple English, avoiding abstract language, repetitions or glamorous words—

1. He extinguished the terrible conflagration. (He put out the fire.)
2. You will get assistance from me in the eventuality of this being the case. (If this is so, I will help you.)
3. The matter is under active consideration. (The matter is under consideration or is being considered.)
4. I sustained injuries. (I received injuries, or I was injured.)
5. At the *psychological moment*. (At the right moment)
6. I have not seen him *for ages*. (for a long time)
7. He *drank oceans* of tea. (plenty)
8. He made a speech of *an offensive character*. (made an offensive speech)
9. It is an *investigation of an impartial character*. (an impartial investigation)

10. I don't find myself in entire agreement with you. (I don't fully agree with you.)
11. He was conveyed to his place of residence in an intoxicated condition. (He was carried home drunk.)
12. He was involved in an accident. (He met with an accident.)
13. He sustained injuries of a serious nature. (He received serious injuries.)
14. He received medical attention. (He was treated by a doctor.)
15. This post is of temporary nature. (This post is temporary.)
16. I called into requisition the services of a medical attendant. (I sent for a doctor.)
17. Owing to repeated deviations from the recognised principles of honesty he received orders for dismissal (He was dismissed for dishonesty.)
18. A vastly huge concourse gathered to witness the awfully grand spectacle. (A crowd gathered to see the grand sight.)
19. What is the ordinary beverage of the urban population ? (What is the usual drink of townsmen ?)
20. What is the position with regard to the availability of a house ? (Is a house available ?)
21. The implementation of this plan would involve the expenditure of a vast sum of money. (This plan would be very costly.)
22. The situation with regard to the export of sugar has shown a slight improvement. (Sugar-export has improved a little.)
23. He died in indigent circumstances. (He died in poverty.)
24. There is a mutual agreement between the two parties. (There is an agreement.)
25. Both he and she are absent. (He and she are absent.)
26. My watch is *in good order*. (in order)
27. His answer was *in the affirmative/in the negative*. (His answer was yes/no)
28. She has *performed her ablutions*. (She has washed.)
29. Who *took the initiative* ? (Who began ?)
30. Your remark produces awfully painful sensations. (Your remark hurts.)
31. The train was running with great velocity. (The train was running very fast.)
32. Are you not labouring under a delusion of a serious nature ? (Are you not making a serious mistake ?)
33. She suffers from *somnambulism*. (sleep-walking)

34. His case is *of a hopeful nature*. (is hopeful)
35. Have you seen his *residence* ? (house)
36. How does he *ambulate* ? (walk)
37. He has *cogitated*. (reflected)
38. His behaviour is *puerile*. (boyish)
39. This *bellicose* activity should be condemned. (warlike)
40. Several *implements* were used. (tools)
41. How does he *confabulate* ? (talk)
42. He has seen many a *vicissitude*. (change)
43. He is an *erudite*. (learned person)
44. The *generality* of leaders. (most leaders)
45. I have nothing to report *in this connection*/with regard to this
with respect to this. (I have nothing to report about this)

(C)

Rewrite the following sentences in idiomatic English, avoiding slang/vulgarism/colloquialism—

1. I am going to *the eates*. (to a hotel)
2. *Aren't I* ? (*Am not I* ?)
3. I have had a *ripping time*. (good time)
4. He has a *dicky heart*. (weak heart)
5. He is a *sharper*. (swindler, gambler)
6. *She is awfully jolly*. (very, extremely)
7. That transaction was rather *fishy*. (suspicious)
8. He is a *reverend*. (clergyman)
9. He is a *gent*. (gentleman)
10. My tooth is *paining*. (aching)
11. I felt I could afford *to chunk medicine*. (I felt.....to give up medicine.)
12. She could *on a pinch* sell her ornaments. (if necessary, if in difficulty.)
13. I had a *bit of luck*. (a stroke of, a piece of)
14. It's *me*. (It's I)
15. *Me* have won. (I have won)
16. He is an *old Bull*. (a seasoned criminal)
17. Rotten egg. (a worthless fellow)
18. Your letter of 25th *ult.* (of the last month)
19. Your letter of 25th *inst.* (of this month)
20. All the papers made a great *to-do* about it. (All the papers gave it a great deal of publicity.)

21. *May be* I shall go. (perhaps)
 22. Would you please *signature* this letter ? (sign)
 23. I don't *suspicion* him. (suspect)
 24. I don't like to *ocassion* you any inconvenience. (cause)
 25. Give me an *overall* picture. (complete)
 26. Do you wear *pants* ? (trousers)
 27. Please send the books *per* parcel post. (by)
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ANALYSIS

Analysis के तीन stages होते हैं—

- (A) दिये हुए वाक्य के clauses को अलग-अलग करना ।
 (B) उन clauses का नामकरण करना ।
 (C) वाक्य का नामकरण करना ।

(A) FIRST STAGE

सबसे पहले हम first stage में प्रवेश करते हैं। यहाँ यह देखना है कि clause कितने कहते हैं, क्योंकि इसके बिना clause को अलग-अलग किया ही नहीं जा सकता है। कुछ लोग दिये हुए वाक्य को अन्तःज्ञ से कई टुकड़ों में बाँट देते हैं। यह तरीका ठीक नहीं है। यह तो ठीक है कि clause किसी sentence का एक part होता है, पर sentence का कोई भाग clause नहीं भी हो सकता है।

Sentence के उस part को clause कहते हैं जिनमें Subject और Finite Verb हों। यदि Subject और उसके Finite verb का पता लग जाय, तो clause बाय-मे-बाय अलग हो जायेंगे, पर कुछ लोगों को इनका (Subject और Verb का) पता ही नहीं चलता। इसलिए हम यहाँ इन दोनों की खर्चा बिस्तारपूर्वक कर देना उचित समझते हैं।

How to find out the Subject

बाय जानने हैं कि Noun या उसके equivalents (जो Parts of Speech Noun का काम करें) ही Subject हो सकते हैं; जैसे—

NOUN—*This book is good.*

PRONOUN—*He is a good man.*

INFINITIVE—*To walk is healthy.*

GERUND—*Walking is good.*

PHRASE—*What to do is difficult to decide.*

CLAUSE—*What he says is quite right.*

ऊपर दी गयी तालिका (chart) की मदद से बाय Subject को बायानों में पहचान लेंगे।

How to find out the Finite Verb

अब हम Finite Verb पर विचार करें। Finite Verb वह Verb को कहते हैं जिसका Number और Person Subject के Number और Person के अनुसार होता है, जैसे—

- (i) *We go.* (ii) *He goes.*

पहले वाक्य में Subject (We) plural है। इसलिए Verb plural है। अतः 'go' Finite Verb है। इसी प्रकार, दूसरे वाक्य में Verb (goes) singular है, क्योंकि Subject (He) singular है इसलिए goes भी Finite Verb है।

Note—जिस Verb का Number और Person Subject के अनुसार नहीं होता अर्थात् जो Subject की परवाह नहीं करके अपने ही रूप में स्वतन्त्रतापूर्वक रहता है, उसे Absolute Verb कहते हैं। ये Absolute Verb तीन तरह के होते हैं—

(i) Infinitive—to go.

(ii) Gerund—I am fond of walking.

(iii) Participle—(a) Present Participle—*Going* there he saw a tiger. (b) Past Participle—*Having gone* there he saw a tiger.

तो इस तरह Finite Verb और Absolute Verb में बहुत अन्तर है। Finite Verb हमेशा Subject के अनुसार होता है पर Absolute Verb Subject के अनुसार नहीं होता; जैसे—

(i) *Having gone* there he saw a tiger.

(ii) *Having gone* there they saw a tiger.

पहले वाक्य में Subject (he) singular है और दूसरे में (they) plural; पर Verb का रूप एक ही है। यही लक्षण Infinitive और Gerund का भी है।

इसलिए Absolute Verb को कभी भी Finite Verb नहीं समझना चाहिए, नहीं तो clause ठीक-ठीक अलग नहीं हो सकता। बहुत लोग Absolute Verb को Finite Verb मान बैठते हैं। इसी सन्देह को दूर करने के लिए यहाँ Absolute Verb की चर्चा की गयी है।

Elliptical (Contracted) Sentences

Rule I. आपको ऐसे वाक्य मिलेंगे जिनमें दो Subjects रहते हैं, पर उनके लिए एक ही Verb का प्रयोग होता है। ऐसा होता है उन वाक्यों में जिनमें *or, nor, as well as, and not, but, not only...but also* या *and therefore* का प्रयोग होता है। ऐसे वाक्यों को अलग-अलग clause का रूप देना चाहिए और वह तभी हो सकता है जब आप दोनों Subjects के लिए अलग-अलग Verb का प्रयोग करेंगे। इन वाक्यों पर ध्यान दें—

1. *Neither this man came nor that.*

(a) *Neither this man came.*

(b) *Nor that (man) came.*

2. *He as well as I is to blame.*

(a) *He is to blame.*

(b) *I am to blame.*

3. *He is poor but meritorious.*

(a) *He is poor.*

(b) *But (he) is meritorious.*

4. *He, and not I, is guilty.*

(a) *He is guilty.*

(b) *I am not guilty.*

5. *Not only he but also his friends were arrested.*

(a) *He was arrested.*

(b) *His friends were arrested.*

6. *He is rich, and therefore happy.*

(a) *He is rich.*

(b) *He is happy.*

Note—जब एक से अधिक Subject को and के द्वारा जोड़ा जाता है, तब उन सभी Subjects को एक ही माना जाता है और इसलिए उनको अलग-अलग clauses में बँटाना नहीं चाहिए। जैसे—

Ram, Mohan and Sohan are friends.

इस वाक्य में एक ही clause है, तीन नहीं। यदि इसका Analysis इन प्रकार का दिया जाए—(a) *Ram is a friend.* (b) *Mohan is a friend.* (c) *Sohan is a friend*—तो यह अनुचित होगा।

Rule II. जब प्रायः ऐसे वाक्यों को देखें जिनमें एक ही Subject रहता है, पर एक से अधिक Verb—

He came and gave me a letter.

ऐसे वाक्यों में जितने Finite Verbs रहते हैं उतने ही clauses होते हैं। इसलिए उन सभी द्विपे हुए Subjects को प्रकट कर देना चाहिए और तब clauses का अलग-अलग रूप देना चाहिए; जैसे—

He came and gave me a letter.

(a) *He came.*

(b) *He gave me a letter.*

एक और उदाहरण लें—

He lifted a gun, took aim and fired.

(a) *He lifted a gun*

(b) *He took aim.*

(c) *He fired.*

Rule III. As तथा than के बाद Verb लिखा रहता है और As के बाद तो कभी-कभी Subject तथा Verb दोनों ही द्विपे हुए रहते हैं। Clauses को अलग करते समय उन्हें प्रकट कर देना चाहिए और उन्हें अलग-अलग clauses का रूप देना चाहिए; जैसे—

1. *Come as soon as you can.*

(a) *Come.*

(b) *As soon as you can (come).*

2. *He writes as fast as possible.*

(a) *He writes.*

(b) *As fast as (it is) possible.*

3. *This is the same pen as mine.*

(a) *This is the same pen.*

(b) *As mine (my pen is).*

4. He is better than I.

(a) He is better.

(b) Than I (am).

Rule IV. इस सम्बन्ध में यह भी जान लेना अच्छा होगा कि कभी-कभी *if*, *though*, *when*, *unless*, *till*, *while* और *whether...or* के बाद *Subject* और *Verb 'to be'* छिपे हुए रहते हैं। इसलिए *clauses* को अलग करते समय छिपे हुए *Subject* और *Verb* को प्रकट कर देना चाहिए और तब उसे एक *clause* का रूप दे देना चाहिए; जैसे—

1. Though badly defeated, he did not leave the field.

(a) Though (he was) badly defeated.

(b) He did not leave the field.

2. He lost his way while walking at night.

(a) He lost his way.

(b) While (he was) walking at night.

3. I will send papers if called for.

(a) I will send papers.

(b) If (they are) called for.

4. His argument, whether right or wrong, goes on endlessly.

(a) His argument goes on endlessly.

(b) Whether (it is) right or wrong.

5. It should be preserved till required.

(a) It should be preserved.

(b) Till (it is) required.

Rule V. कुछ लोग *as if* से शुरू होने वाले *clause* को एक ही *Subordinate Clause* मानते हैं; जैसे—

He memorised his lesson as if he were a parrot.

(a) He memorised his lesson.

(b) As if he were a parrot.

यदि आप *as if* को दो *clause* मानें, तो अच्छा हो, क्योंकि *as if* = *as* + *if*. इस दृष्टि से ऊपर दिये गये वाक्य में तीन *clauses* इस प्रकार हो जायेंगे—

(a) He memorised his lesson.

(b) As he would have memorised.

(c) If he were a parrot.

ऊपर दिये गये इन नियमों की सहायता से आप आसानी से *clauses* को चुन लेंगे और आपको यह भी पता चल जायगा कि वे *clauses* *Principal* हैं या *Subordinate*. इस प्रकार, आप *Analysis* के *first stage* को पार कर लेंगे।

(B) SECOND STAGE

अब हम *Analysis* की दूसरी और सबसे बड़ी मंजिल में चले जाते हैं। यहाँ यह दिखाना है कि कितने *clauses* किस प्रकार के हैं। तो यहाँ यह पता है कि *clauses* कितने

प्रकार के होते हैं। सभी clauses को पहले दो भागों में बाँट दे सकते हैं—

(i) Principal or Main or Independent.

(ii) Subordinate or Dependent.

Subordinate Clauses भी तीन प्रकार के होते हैं—(a) Adverb Clause, (b) Adjective Clause, (c) Noun Clause.

How to find out Principal and Subordinate Clauses

Rule I. जो clause निम्नलिखित subordinating conjunction से शुरू होता है वह Subordinate Clause होता है और जो Clause इन subordinating conjunction से शुरू नहीं होता वह Principal Clause होता है। ये subordinating conjunctions हैं—

as, as if, as though, as much as, as far as, according as, after, as soon as, before, because, since, that, so that, provided, provided, that, notwithstanding that, than, though (although), who, which what, how, if, whether, until, unless, lest, when and where.

उत्पु उदाहरण हैं—

As he is ill, he is absent.

He behaves as if he were a king.

I will help you as far as I can.

I do not know when he will come.

I know where he lives.

इन वाक्यों में as, as if, as far as, when और where से शुरू होने वाले clauses Subordinate हैं और बाकी Principal.

Note (a)—Who, which, when and where से शुरू होने वाले clauses Principal भी हो सकते हैं अब इनका प्रयोग continuative sense में हो, restrictive sense में नहीं। यह समस्या वहाँ उठती है जहाँ इनके पहले Noun और comma दोनों हो रहते हैं, जिसकी चर्चा More Hints On Principal Clause and Subordinate Clause के प्रसंग में विस्तारपूर्वक की जायगी।

Rule II. कभी-कभी should, were और had का अर्थ 'अगर' (if) होता है; जैसे—

Should you appoint him, he would be obliged.

Were he here, he would help me.

Had there been rain, there would have been good crops.

ऐसी हान्वत में should, were और had वाले clauses सदा Subordinate Clauses होते हैं। आप अगे देखेंगे कि ऐसे clauses सदा Adverbial Clauses होते हैं—

Rule III. जब once का अर्थ 'अगर एक बार' ('एक बार' नहीं) हो तो, वह clause Subordinate होता है, और वह सदा Adverbial Clause होता है; जैसे—

Once you move ahead, you cannot go back.

यहाँ once का अर्थ 'अगर एक बार (if once)' है, इसलिए यह once वादा clause Subordinate है।

Rule IV. कुछ ऐसे वाक्य होते हैं जिनका पहला clause Imperative sentence होता है और दूसरा एक Assertive; जैसे—

Give me blood, and I will give you freedom.

ऐसे वाक्यों के पहले clause से अर्थात् Imperative sentence से एक condition का बोध होता है। यहाँ Give me blood का अर्थ है—If you give me blood. इसलिए ऐसे Imperative sentences को Subordinate Clause मानना चाहिए। आप ध्यान देंगे कि ये सदा Adverbial Clause होते हैं। यहाँ आप इतना ही देखें कि ऐसी हालत में Imperative sentence और Assertive sentence के बीच and आता है और and के पहले comma रहता है।

Rule V. कुछ वाक्यों की बनावट इस प्रकार की होती है—

The Comparative Degree...the Comparative Degree.

जैसे—

The more you have, the more you want.

ऐसे The...The clauses से Degree का बोध होता है। ऐसी हालत में पहला The—clause Subordinate (Adv.) होता है और दूसरा Principal.

Rule VI. For से शुरू होने वाला clause Principal होता है। कुछ लोग ऐसे clause को Subordinate Adverbial मानते हैं जो वास्तविक व्याकरण के अनुसार उचित नहीं।

Rule VII. However से शुरू होने वाला clause Principal होता है और Subordinate भी। जब however के पहले और बाद भी comma रहता है तो वह Principal Clause होता है, पर जब सिर्फ इसके पहले comma रहता है (पर बाद में नहीं) तो, वह Subordinate Clause होता है; जैसे—

You have committed a grave offence, however, I excuse you this time.

You will fail, however hard you may try.

यहाँ पहले वाक्य में however से शुरू होने वाला clause Principal Clause है, पर दूसरे में Subordinate.

Rule VIII. जब दो clause के बीच न comma रहे और न Conjunction तो पहला clause Principal होता है और दूसरा Subordinate; जैसे—

I hope you are well. The food you eat is pure.

यहाँ 'you are well' तथा 'you eat' Subordinate Clause है और बाकी Principal.

Interrogative Clauses

Principal और Subordinate Clauses पर विचार करते समय हम जरा एक विशेष प्रकार के Interrogative sentences को भी देखें—

1. The weather is very fine today is n't it ?

2. These things will not be needed any more, will they ?

यहाँ पहले वाक्य में दो clauses हैं—The weather is very fine today is n't it ? इसी प्रकार, दूसरे वाक्य में भी दो clauses हैं—These things will not be needed any more और will they ? कुछ लोगों का मत है कि ऐसे Interrogative sentences के दोनों ही Clauses को Principal Clause माना जाय। अतः भी देख कर सकते हैं। पर मेरा विचार है कि ऐसी अवस्था में अतः इन दोनों ही clauses को केवल एक ही Principal Clause मानें, क्योंकि ऐसे दो clauses एक ही वाक्य के अन्तर्गत होते हैं। इस दृष्टि से ऊपर दिये गये दोनों ही Interrogative sentences का analysis इस प्रकार होगा—

1. The weather is very fine today, is n't it ?—PR. CL.

2. These things will not be needed any more, will they ?—
PR. CL.

कुछ लोग ऐसे clauses को Interrogative Clauses के नाम से पुकारते हैं, पर यदि आप उन्हें Principal Clause ही मानें, तो अच्छा हो।

Parenthetical Clauses

इन वाक्यों को बनावट पर ध्यान दें—

1. Experience, they say, is the best teacher.
2. You are all well, I hope.
3. You see, we lost our way in the forest.

यहाँ पहला वाक्य है—Experience is the best teacher और इसके साथ they say को लगा दिया गया है। वास्तव में, they say का वाक्य से कोई भी सम्बन्ध नहीं है और इसलिए comma के द्वारा इसे वाक्य से अलग कर दिया गया है। दूसरे वाक्य में भी I hope का वाक्य से कोई सम्बन्ध नहीं और इसलिए इसे भी comma के द्वारा अलग कर दिया गया है। तीसरे वाक्य में भी you see को comma के द्वारा अलग कर दिया गया है, क्योंकि वाक्य से इसका कोई भी सम्बन्ध नहीं है। आप देखेंगे कि इन तीनों वाक्यों में I hope, I expect, I believe, I suppose, they say, you see इत्यादि वाक्यों के clauses लगे रहते हैं, पर वास्तव में वाक्य से इनका कोई भी सम्बन्ध नहीं रहता। इसलिए ये comma या dash के द्वारा वाक्य से अलग रखे जाते हैं। ऐसे clauses को Parenthetical clauses कहा जाता है। इसका अर्थ यह हुआ कि ये न तो Principal clauses होते हैं और न Subordinate हैं।

आप देखेंगे कि ऐसे clauses कभी तो वाक्य के आरम्भ में रहते हैं, कभी बीच में भी रहते हैं, पर ये comma या dash के द्वारा वाक्य से अलग रखे जाते हैं। अतः ऐसे clauses को Principal Clause मत समझें। यदि आप देखेंगे कि जब I hope, I believe, they say, इत्यादि Clauses Principal Clauses रहते हैं तो इनके बाद comma या dash का प्रयोग कभी भी नहीं हो सकता। इन वाक्यों की देखें—

1. You are well, I hope.

2. I hope you are well.

यहाँ पहले वाक्य में I hope एक Parenthetical Clause है, क्योंकि इसके बाद comma का प्रयोग है। इसी प्रकार दूसरे वाक्य में I hope के बाद comma नहीं लगा है और यह

बाना हो आदि, क्योंकि यहाँ यह एक Principal Clause है। इस नियम को ध्यान में रख कर उनका analysis इस प्रकार करें—

1. You are well, I hope.
 - (a) You are well.—Principal clause
 - (b) I hope.—Parenthetical clause
2. I hope you are well.
 - (a) I hope.—Principal clause
 - (b) You are well.—Subordinate clause (N. cl.)

एक उदाहरण और लें—

3. Experience, they say, is the best teacher.
 - (a) Experience is the best teacher—P. cl.
 - (b) They say—Parenthetical clause.
4. They say experience is the best teacher.
 - (a) They say—P. cl.
 - (b) Experience—teacher—S. cl. (N. cl.)

इस प्रकार Principal और Subordinate Clause को चुन लेने के बाद हमें यह देखना है कि बहुत Subordinate Clauses किस प्रकार के हैं। इसलिए अब तीनों प्रकार के Subordinate Clauses को लें और उनको पहचानने का प्रयत्न करें।

ADVERB CLAUSE

Rule I. जो clause नीचे दिये हुए Subordinating Conjunctions से शुरू होते हैं वे Adverb Clause बहुर होते हैं—

because, since, in order that, so that, provided that, notwithstanding that, as if, as though, as much as, as far as, so long as, as soon as, according as, lest, unless, until, before, ere, after, than, though and although.

Note (a)—However से शुरू होने वाला clause Adverbial होता है, जब कि इसके पहले तो comma रहता है, पर इसके बाद में नहीं; जैसे—

You will not pass, *however hard you may try.* (Adverbial)

N.B.—However से शुरू होनेवाला clause Principal होता है, जब इसके दोनों ही ओर comma रहता है; जैसे—

You have committed a grave offence; this time, *however, I excuse you.*

यहाँ however से शुरू होनेवाला clause Principal Clause है।

Note (b)—That से शुरू होनेवाला clause Adverbial तर होता है, जब (a) इसका अर्थ “जिससे कि” होता है, (b) इसके पहले comma रहता है और (c) सामान्यतः इसके पहले so या such रहता है; जैसे—

He worked *so hard,* that he felt tired. (Adv.)

He took medicine, that he might be cured. (Adv.)

N.B.—That से शुरू होनेवाले clauses Noun, Adjective और Adverbial दोनों हो सकते हैं। इसलिए इनको सावधानी से पहचानना चाहिए। यह रहे कि जब Noun Clause होता है तब इनका अर्थ 'कि' होता है और इनके पहले comma नहीं रहता जब यह Adjective Clause होता है तब इनका अर्थ 'जो' होता है और इनके पहले comma नहीं रहता।

Note (c)—As से शुरू होनेवाला clause Adverbial बन सकता है, जब इनका अर्थ बयों कि या जितना कि होता है; जैसे—

He missed the train, *as he was late* (क्योंकि). (Adv.)

He is not as clever as she is (जितना कि). (Adv.)

N.B.—जब as के पहले such, as या the same रहता है तो यह Adjective Clause होता है। यहाँ जानत में इनके पहले comma कभी नहीं रह सकता; जैसे—

He is not *such* a good man/ *as I expected*. (Adjective)

This is *the same pen/ as mine*. (Adjective)

Rule II. Should, Were and Had—जब should, were और had का प्रयोग if (अगर) हो, तो ऐसे clauses Adverbial होते हैं; जैसे—

Should you appoint him to the post, he would be obliged.

Had there been rain, there would have been good crops.

Were he here, he would support me.

यहाँ should, had तथा were वाले clauses Adverbial हैं क्योंकि इनमें if का बोध होता है।

Rule III. जब once का अर्थ if once (अगर एक बार) होता है, तब उसके आरम्भ होनेवाला Clause सदा Adverbial Clause होता है—

Once you decide, you will get all help.

यहाँ once का अर्थ 'अगर एक बार' है, 'एक बार' नहीं। इसलिए Once you decide एक Adverbial Clause है।

Rule IV. कुछ clauses ऐसे होते हैं जो *the moment* या *the minute* से आरम्भ होते हैं। ऐसे clause सदा Adverbial होते हैं, क्योंकि *the moment* और *the minute* का अर्थ होता है—'ज्योंही' या 'जिस समय'; जैसे—

The patient died, /the moment (the minute) the doctor arrived.

यहाँ *the moment...* arrived एक Adverbial Clause है, क्योंकि *the moment/the minute* का अर्थ है 'ज्योंही', 'जिस क्षण' या 'जिस समय'।

Rule V. कुछ clauses ऐसे होते हैं जो *in case* से आरम्भ होते हैं और वे Adverbial होते हैं, क्योंकि *in case* का अर्थ होता है—'अगर'; जैसे—

I will take my umbrella in case it rains.

यहाँ *in case it rains* एक Adverbial Clause है।

Rule VI. आपको कुछ ऐसे भी वाक्य मिलेंगे जिनका पहला clause एक Imperative sentence होता है और दूसरा Assertive. ऐसे वाक्यों को *and* के द्वारा जोड़ा जाता है और *and* के पहले एक comma रहता है। ऐसे वाक्यों के पहले एक clause से Imperative sentence से एक शर्त (condition) का बोध होता है और इसलिए ऐसे Imperative sentence को Adverbial Clause माना जाता है; जैसे—

Give me bullets and I will drive away the Chinese.

यहाँ Give का प्रर्थ है If you give. इसलिए Give me bullets, जो एक Imperative sentence है, यहाँ एक Adverbial Clause है।

Rule VII. कुछ ऐसे भी वाक्य होते हैं जिनमें दो the वाते हैं और उन दोनों के बाद Comparative Degree का Adjective या Adverb रहता है। संक्षेप में, ऐसे वाक्यों को बनाकर इस प्रकार की होती है—The + comparative. . . the + comparative. जैसे—

The sooner you go, the better for you.

ऐसे वाक्यों में पहला The-clause Adverbial होता है जिससे Degree का बोध होता है और दूसरा The-clause होता है Principal, जिसकी चर्चा पहले ही हो चुकी है।

Rule VIII—अब हम कुछ ऐसे वाक्यों को देखें जिनमें *no sooner...than* या *hardly (scarcely)...when* का प्रयोग होता है :—

No sooner had he started than it began to rain.

Hardly (scarcely) had he started when it began to rain.

ऐसे वाक्यों में *no sooner* से शुरू होने वाला clause होता है Principal और *than* से शुरू होने वाला clause Adverbial. इसी प्रकार, *hardly* से शुरू होने वाला clause Principal होता है और *when* से शुरू होने वाला होता है Adverbial. इस नियम को ध्यान में रखकर ऊपर दिये गये वाक्यों का analysis इस प्रकार करना चाहिए—

No sooner had...to rain.

1. No sooner had he started —P.Cl.

2. Than it began to rain.—Adv. Cl.

Hardly (Scarcely) had...rain.

1. Hardly (Scarcely) had he started —P. Cl.

2. When it began to rain.—Adv. Cl.

इस संबंध में एक बात का ध्यान रखें। *As soon as* से शुरू होने वाला clause सदा Adverbial होता है, पर *no sooner* से शुरू होने वाला clause Principal होता है। इन वाक्यों को देखें—

It began to rain as soon as he started.

1. It began to rain.—P. Cl.

2. As soon as he started.—Adv. Cl.

Rule IX. कुछ ऐसे Relative और Interrogative Adverbs हैं जिनसे Adverbial Clauses शुरू होते हैं और इनके तथा Principal Clauses के बीच comma रहता है। ये हैं—

If, whether, how, when और where.

जैसे—

If he comes, I shall go.

You must go, whether you like it or not.

I am not anxious, how I shall reach there.

I shall go, when he comes here.

Where there is a will, there is a way.

यहाँ if, whether, how, when तथा where से शुरू होनेवाले clauses Adverbial हैं।

Note (a) *where* से एक वाक्य का *where* वाक्यवाचक clause Noun Clause कहेंगे है, वैसे (b) *where* से एक वाक्यवाचक *where* वाक्यवाचक clause Noun Clause कहेंगे है, वैसे—

I do not know *where* (कहाँ) he is ill.
 Let me know *how* (कैसे) you are.
 I do not know *when* (कब) he will come.
 I do not know *where* (कहाँ) he lives.

यहाँ *if*, *how*, *when* यहाँ *where* से एक वाक्यवाचक clause Noun Clause कहेंगे है।

Note (b) *When* से *where* से Adjective Clause कहेंगे है, वैसे—
 The house *where* I live is very good.
 The hour *when* you came was five p.m.

यहाँ *where* यहाँ *when* से एक वाक्यवाचक clause Adjective Clause कहेंगे है।

NOUN CLAUSE

Rule I. *Who*, *which*, *what*, *that*, *if*, *whether*, *how*, *when*, *where* से एक वाक्यवाचक clause Noun Clause कहेंगे है, वैसे (a) इनके बाद Principle Clause के साथ comma नहीं लगाना है (b) वाक्यवाचक *who* से जो वाक्यवाचक clause Noun Clause कहेंगे है, वैसे—

I know *who* (कौन) he is.
 I do not know *which* (कौन) book you want.
 I understand *what* (क्या) you say.
 Our career depends upon *what* (क्या) we plan.
 I see *that* (कि) it is a house.
 Except *that* (कि) he is a little dull he is quite good.
 I see quite clearly *that* (कि) it is a house.

इन सभी Noun Clauses के पहले *that* से एक वाक्यवाचक clause Noun Clause कहेंगे है। *who*, *which*, *what* तथा *that* से एक वाक्यवाचक clause Noun Clause कहेंगे है।

Rule II. Relative or Interrogative Pronouns और Relative or Interrogative Adverbs (*who*, *which*, *that*, *what*, *where*, *whether* यहाँ से एक वाक्यवाचक clause वाक्यवाचक clause के वाक्यवाचक में रखे जाते हैं और अब इनके पहले Noun नहीं जाता है, अब वे Noun Clauses होते हैं: जैसे—

Who helps his nation helps himself.
That he is honest is known to all.
What he says is quite wrong.
Where he died is still unknown.

यहाँ *who*, *that*, *what* तथा *where* से एक वाक्यवाचक clause Noun Clause कहेंगे है।

Rule III. जो वाक्य Direct Narration में inverted commas ("...") से बीच रहता है, वह Noun Clause होता है—

He said to me, "I shall go"—Noun Clause.
 He cried out, "I am ruined."—Noun Clause.

Rule IV. जब दो clauses के बीच न comma रहे और न Conjunction, तो Verb के बाद जानेवाला clause Noun Clause होता है: जैसे—

I hope/you are well—Noun Clause.

It seems/he is not very foolish—Noun Clause.

ADJECTIVE CLAUSE

Rule I. Who, which, that, when या where से शुरू होनेवाले clauses Adjective Clause होते हैं जब (a) इनके और Principal Clause के बीच comma नहीं रहता, (b) इनके पहले Noun रहता है, और (c) जब इनका प्रबंद हिन्दी में कोई पेना शब्द होता है, जो 'ज' से शुरू होता है: जैसे—

I do not know the man/who (जो) is here.

This is the book/that (जो) I bought yesterday.

This is the place/where (जहाँ) I live.

I know the time/when (जब) he will come.

इन सभी Adjective Clauses के पहले शब्द 'ज' से शुरू होने हैं, जिन: who, that, where तथा when वाले clauses Adjective हैं।

Rule II. जब दो clauses के बीच न comma रहे और न conjunction, तो Noun के बाद जानेवाला clause Adjective Clause होता है: जैसे—

The air/you breathe in/must be pure.

Rule III. As से शुरू होनेवाला clause Adjective होता है जब (a) इसके पहले comma नहीं आता और (b) इसके पहले such, as या the same का व्यवहार होता है: जैसे—

He is not such a good man/as I expected

As many questions/as were put were easy.

This is the same pen as mine (is).

यहाँ सभी As-clauses Adjective Clauses हैं।

Rule IV. कभी-कभी but का प्रयोग Relative Pronoun की तरह होता है और उसका अर्थ होता है— who not या that not (जो नहीं): जैसे—

There is no mother but loves her child.

इस अर्थ में But-clause सदा Adjective Clause होता है।

More hints on Principal and Subordinate Clauses

एक नियमों की मदद से प्रत्येक Principal और Subordinate Clauses को पहचान लेंगे और उनका नामकरण भी कर लेंगे, लेकिन Analysis पर विनय प्राप्त करने के लिए इतना ही काफी नहीं। इसके लिए Relative Adverbs (when और where) और Relative Pronouns (who और which) पर विनय प्राप्त करना होगी, क्योंकि इन्हें शुरू होनेवाले clauses Principal, Adverbial, Adjective और Noun चारों ही हो सकते हैं। इनकी सच्चाई इस पुस्तक में जहाँ-तहाँ हुई है, पर विन्यासपूर्वक नहीं। इसलिए हम यहाँ उन्हें एक-एक कर लें और विचार करें।

When and Where

साधारणतः यदि इनसे शुरू होनेवाले clauses के पहले comma और Noun रहे, तो वे Principal होते हैं, पर केवल comma रहने पर Adverbial तथा केवल Noun रहने पर Adjective, पर यदि न comma रहे और न Noun, तो वे Noun Clause होते हैं: जैसे—

I stayed at Patna for a week, when I received a telegram (Co-ordinate to Pr. Cl.)

I went to Patna, where I stayed for a fortnight (Co-ordinate to Pr. Cl.)

When he will come, I shall go. (Adv. Cl.)

Where there is a will, there is a way. (Adv. Cl.)

I remember the time when you came here. (Adj. Cl.)

The place where I live is good. (Adj. Cl.)

I know when he will come. (N. Cl.)

I do not know where he lives. (N. Cl.)

N.B.— When या where के पहले comma और Noun रहने पर Principal नहीं हो कर Adverbial हो जाते हैं, जब इनके पहले ऐसे Noun रहते हैं, 'समय' या 'स्थान' (time या place) का बोध नहीं कराते; जैसे—

He sold the book, when it was the best he had.

We find grass, where we expected flowers.

यहाँ पहले वाक्य में when के पहले comma और Noun दोनों ही आते हैं, पर Noun (book) time का बोध नहीं कराता। इसलिये when से शुरू होनेवाला clause Adverbial हुआ, Co-ordinate to Principal Clauses नहीं। इसी प्रकार दूसरे वाक्य में where के पहले comma और Noun रहने पर भी वह Adverbial हुआ, क्योंकि where के पहले जो Noun (grass) आया है, वह place का बोध नहीं कराता।

Who and Which

जब who या which के पहले Noun और comma दोनों हो रहते हैं तो ये clause Principal, Adjective और Adverbial दोनों हो सकते हैं। तो अब इसी समस्या पर विचार करें।

Who और which के द्वारा किसी clause के अर्थ को जारी रखा जाता है, जिसे continuative sense कहा जाता है। ऐसे अर्थ में who या which से किसी Noun का गुण प्रकट नहीं होता, बल्कि इसके पहले clause में जो बात (fact) कही जाती है, वही को आगे जारी रखा जाता है; जैसे—

He killed all the prisoners, which was a cruel act.

I saw my brother, who gave me a book.

ऊपर के दोनों वाक्यों में who और which से शुरू होनेवाले clauses Principal Clause के Co-ordinate हैं।

जब who और which से restrictive sense जाहिर होता है, तब इनसे शुरू होनेवाले clauses Adjective हो जाते हैं। Restrict का अर्थ होता है 'सीमाबद्ध करना' जो Adjective का काम है। जब हम यह कहते हैं कि Adjective किसी Noun को qualify करता है, तो इसका अर्थ यह होता है कि यह (Adj.) उस Noun को restrict करता है, जैसे students से सभी विद्यार्थियों (१००) का बोध होता है, पर intelligent students से कम विद्यार्थियों (१०) का बोध होता है। कहने का तात्पर्य यह है कि Adjective किसी Noun को संख्या को घटाता है। तो, यदि who या which से Noun (जो इसके पहले आता है) की संख्या घट जाय तो वह Restrictive Sense होगा और जब हालत में हमने शुरू होनेवाले clauses Adjective Clauses होंगे; जैसे—

The men—*who came here* are good. (Adjective Clause)

Men से सभी मनुष्यों (१००) का बोध होता है, पर who came here (जो वहाँ

बानेवाले आदमी है) से कम प्रत्युत्पत्तियों (१०) का बोध होता है। इसलिए यहाँ who का प्रयोग restrictive sense में हुआ है। अतः यह Adjective Clause हुआ।

Who और which से Adverbial Clause भी शुरू होते हैं, जब इनसे शुरू होनेवाले clause में Principal Clause में किये गये काम का cause या purpose बतलाया जाता है; जैसे—

Ravan, who was found guilty, was killed.

यहाँ Principal Clause में जो (मारने का) कार्य है उसका कारण who से शुरू होनेवाले clause में दिया गया है। इसलिए यह Adverbial Clause हुआ।

तो, जब who या which के पहले Noun और comma दोनों ही रहें तब हमें सावधानी से इसके continuative sense and restrictive sense और cause and purpose का अर्थ समझना चाहिए। आपको मदद के लिए हम एक नियम देते हैं—

जब Principal Clause में 'why' लगाकर प्रश्न पूछें। यदि हम प्रश्न का सन्तोषजनक उत्तर who या which वाले clause में मिल जाय तो वह Adverbial होगा। यदि सन्तोषजनक उत्तर नहीं मिले तो यह देखें कि who के पहले जो Noun है उससे उस जानि के कितने व्यक्ति या वस्तु का बोध होता है और who वाले clause में कितने व्यक्ति या वस्तु के विषय में कहा गया है, उससे कितने (व्यक्ति या वस्तु) का बोध होता है। यदि दोनों से एक ही संख्या का बोध हो तो वह Principal होगा, पर यदि पहले से अधि. संख्या का बोध हो और दूसरे से कम का, तो वह Adjective Clause होगा। उदाहरण—

Ravan, who was found guilty, was killed.

यहाँ Principal Clause में why लगाकर यह प्रश्न करते हैं—

Why was Ravan killed ?

उत्तर मिलता है—He (who) was found guilty.

यह सन्तोषजनक उत्तर है, क्योंकि Principal Clause में जो कार्य किया गया है उसका cause यहाँ नहीं बतलाया गया है। वास्तव में, किताने का पाना तो पिता के पित्रने के बाद हुआ। फिर वह कारण हो कैसे सकता? इसलिए यह Adverbial नहीं हुआ।

दूसरा उदाहरण जै—

I saw my father, who gave me a book.

Principal Clause में why लगाकर यह प्रश्न पूछें—

Why did I see my father ?

उत्तर मिलता है—He (who) gave me a book.

यह उत्तर सन्तोषजनक नहीं, क्योंकि यहाँ Principal Clause में जो कार्य किया गया है उसका cause यहाँ नहीं बतलाया गया है। वास्तव में, किताने का पाना तो पिता के पित्रने के बाद हुआ। फिर वह कारण हो कैसे सकता? इसलिए यह Adverbial नहीं हुआ।

जब हम देखें कि यह Adjective है या नहीं। यहाँ my father से एक ही व्यक्ति का बोध होता है और who gave me a book से भी एक ही का। इसलिए यह Adjective भी नहीं हो सकता, क्योंकि यदि यह Adjective रहता, तो who के पहले बानेवाले Noun और who वाले clause से भिन्न-भिन्न संख्या का बोध होता। मान लें कि यदि पहले से सनी व्यक्तियों का बोध होता, तो दूसरे से १० या ६० ही का। ऐसी हालत में वह Adjective हो जाता, पर यहाँ ऐसी बात नहीं। अतः यह Principal Clause हुआ, Adjective या Adverbial नहीं।

(C) THIRD STAGE

इस प्रकार clauses को पहचान लेने के बाद, अन्त में, हमें यह देखना है कि बहुत वाक्य किस तरह का है। कुछ लोग वाक्य को पहले ही पहचान कर clauses को अलग करते हैं और तब नामकरण करते हैं। मेरी समझ में यह तरीका तो छोड़े के अगो गाड़ी रखने के समान है। इस वाक्य का नामकरण कर कैसे सकते, जब तक यही पता नहीं चले कि बहुत वाक्य में कितने clauses हैं और वे किस प्रकार के हैं? इसलिए sentence का नामकरण अन्त में होना चाहिए। पर, यह कैसे किया जाय? इसके लिए यह जानना जरूरी है कि वाक्य कितने प्रकार के होते हैं।

Sentence चार प्रकार के होते हैं—(i) Simple, (ii) Compound, (iii) Complex और (iv) Mixed.

(i) Simple sentence = 1 Principal Clause.

(ii) Compound sentence = at least 2 Principal Clauses.

(iii) Complex sentence = Simple sentence + Subordinate Clause.

(iv) Mixed sentence = Compound sentence + Subordinate Clause.

इस प्रकार हम देखते हैं कि Simple और Compound sentence में Subordinate Clause नहीं रहता, पर दोनों में अन्तर यह है कि simple में एक ही Principal Clause रहता है और compound में कम-से-कम दो Principal Clauses.

Complex sentence में सिर्फ एक ही Principal Clause रहता है जैसा कि simple में, पर complex में कम-से-कम एक Subordinate Clause का रहना जरूरी है।

Mixed sentence में कम-से-कम दो Principal Clause और कम-से-कम एक Subordinate Clause का रहना जरूरी है।

EXERCISES WORKED OUT

1. If man had a skin thickly covered with hair or wool, as an ape or sheep has, he could not have moved from one climate to another with comfort, and so he is made naked, but not without the power of improving his condition, wherever he may be.

(a) If man . . . wool—Adv. Cl.

(b) As an ape has—Adv. Cl.

(c) Or as a sheep has—Adv. Cl.

(d) He could not . . . comfort—Pr. Cl.

(e) And so . . . naked—Co-ordinate to (d).

(f) But not without . . . condition—Co-ord. to (e).

(g) Wherever he may be—Adv. Cl.

It is a mixed sentence.

2. Sir Issac Newton, after deep meditation, discovered that there was a law in nature called attraction, by virtue of which every particle of matter that the world is composed of draws towards itself

every other particle of matter with a force which is proportional to its mass and distance.

(a) Sir Issac Newton . . . discovered—Pr. Cl.

(b) That there was . . . attraction—Noun Cl.

(c) By virtue of which . . . force—Adj. Cl.

(d) The . . . of—Adj. Cl.

(e) Which is . . . distance—Adj. Cl.

It is a complex sentence.

3. A blind man, carrying a lantern in his hand and a pitch on his shoulder, was walking alone one night, when he was met by a thoughtless young fellow who laughed at him and said, "O fool! day and night must be alike to you; of what use can this lamp be to you?"

(a) A blind man . . . one night—Pr. Cl.

(b) When he was . . . fellow—Co-ord. to Pr. Cl. (a)—'when' used here in continuative sense.

(c) Who laughed at him—Adj. Cl.

(d) And (who) said—Adj. Cl.

(e) O fool! . . . you—Noun Cl.

(f) Of what use . . . you?—Noun Cl.

It is a mixed sentence.

4. They expected that the king would either treat the matter as a pleasant jest or threaten the insolent darwesh with punishment; but to their surprise, he was neither amused nor angry, but serious and attentive to the words of the darwesh.

(a) They expected—Pr. Cl.

(b) That the king . . . matter—Noun Cl.

(c) As (he would treat) . . . jest—Adv. Cl.

(d) Or . . . punishment—Noun Cl.

(e) But to their surprise . . . angry—Co-ord. to Pr. Cl. (a)

(f) But . . . darwesh—Co-ord. to (e).

It is a mixed sentence.

5. After his schooling was finished, his father, desiring him to be a merchant like himself, gave him a ship freighted with various sorts of merchandise, so that he might go and trade about the world and grow rich, and become a help to his parents, who were now advanced in age.

(a) After his schooling was finished—Adv. Cl.

(b) His father . . . merchandise—Pr. Cl.

(c) So that he might go—Adv. Cl.

(d) And trade . . . world—Adv. Cl.

(e) And grow rich—Adv. Cl.

(f) And become . . . parents—Adv. Cl.

(g) Who were . . . age—Adv. Cl. (Showing *cause*)

It is a complex sentence.

[*Note*—Clause No. (g) may be regarded also as an Adj. Cl. qualifying 'parents' in (f).]

6. Sometimes you may trace a river to a definite spring, but you very soon assure yourself that such springs are fed by rain which has percolated through the rocks or soil, and which through some orifice that it has found or formed comes to the light of day.

(a) Sometimes you . . . spring—Pr. Cl.

(b) But you . . . yourself—Co-ord. to Pr. Cl. (a).

(c) That . . . rain—Noun Cl.

(d) Which has . . . soil—Adj. Cl.

(e) And which . . . day—Adj. Cl.

(f) That it has found—Adj. Cl.

(g) Or formed—Adj. Cl.

It is a mixed sentence.

7. The rootlets at the ends of these fibres strike into the ground, and when they have become well fixed in the earth, the sap which previously was flowing downward changes its direction and flows upwards.

(a) The rootlets . . . ground—Pr. Cl.

(b) And when . . . earth—Adv. Cl.

(c) The sap changes its direction—Co-ord. to Pr. Cl. (a).

(d) And flows upwards—Co-ord. to (a).

(e) Which . . . downward—Adj. Cl.

It is a mixed sentence.

8. Even as the driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which, if it runs wild, will hurry thee away.

(a) Even as the driver . . . steed—Adv. Cl.

(b) If thou art wise—Adv. Cl.

(c) So do thou restrain thy passion—Pr. Cl.

(d) Which . . . will hurry—Co-ord. to (c).

(e) If it runs wild—Adv. Cl.

It is a mixed sentence.

9. With some men at that time of life so great a hurt would have been difficult to cure or might even have occasioned death; but with Carnaro, whose body was in the soundest condition, it was cured in a very short time.

- (a) With some men . . . cure—Pr. Cl.
 - (b) Or might . . . death—Co-ord. to (a).
 - (c) But with . . . time—Co-ord. to (a).
 - (d) Whose body . . . condition—Adv. Cl. (Showing *cause*).
- [*Note*—Clause No.(d) may be treated as an Adj. Cl. as well]

It is a mixed sentence.

10. When the Piper claimed his pay, the Mayor declared that the promise which he had made before the town was cleared of rats was only a joke, as the Piper very well knew.

- (a) The Mayor declared —Pr.Cl.
- (b) When the Piper claimed his pay— Adv. Cl.
- (c) That the promise was only a joke —N. Cl.
- (d) Which he had made—Adj. Cl.
- (e) Before the town . . . rats—Adv. Cl.
- (f) As the Piper well knew—Adv. Cl.

It is a complex sentence.

11. However, upon my way, I met a poor woman all in tears, who told me that her husband had been arrested for a debt he was not able to pay, and that his eight children must now starve; bereaved as they were of his industry.

- (a) I met. . . tears—Pr. Cl.
- (b) Who told me—Co-ord. to Pr. Cl. (a). Here 'who' means 'and he'.
- (c) That her husband . . . debt—N Cl.
- (d) (Which) he . . . pay—Adj. Cl
- (e) That his . . . starve—N. Cl.
- (f) Bereaved . . . industry—Adv. Cl.

It is a mixed sentence.

12. I do not know what others may think of what I have done, but to myself I appear like a child who is picking up pebbles on the shore whilst the great ocean of truth lies unexplored before me.

- (a) I do not know—Pr. Cl.
- (b) What others may think of—N. Cl.
- (c) What I have done—N. Cl.
- (d) I appear . . . child—Pr. Cl. Co-ord. to (a)
- (e) Who is . . . shore—Adj. Cl.
- (f) Whilst . . . me—Adv. Cl.

It is a mixed sentence.

13. Half-stunned as I was with all that happened to me, I rose to my feet, thinking, as I did, of what had befallen the young men, and watching the horse which was soaring into the clouds.

- (a) Half-stunned . . . all—Adv. Cl.
- (b) That happened to me—Adj. Cl.
- (c) I rose to my feet—Pr. Cl.
- (d) As I did so —Adv. Cl.
- (e) What had . . . men—N. Cl.
- (f) Which . . . clouds—Adj. Cl.

It is a complex sentence.

14. The fox, who had been very much alarmed, now judged that there was no reason for fear, and demanded of the ass how he had dared to put on a skin which but a little while ago had belonged to an animal so noble that he was regarded as the King of the Forest.

- (a) The fox now judged—Pr. Cl.
- (b) Who had been . . . alarmed—Adv. Cl. (Showing cause)
- (c) That there was . . . fear—N. Cl.
- (d) (The fox) demanded of the ass—Co-ord. to Pr. Cl.
- (e) How he had . . . skin—N. Cl.
- (f) Which . . . noble—Adj. Cl.
- (g) That he was regarded—Adv. Cl.
- (h) As the King of the Forest (was regarded)—Adv. Cl.

It is a mixed sentence.

EXERCISE

Analyse the following sentences—

1. When I was a child, I spoke as a child, I understood as a child, I thought as a child, but when I became a man, I put away childish things.

2. I once put a wasp into the nest, but when the spider came out in order to seize it as usual, upon perceiving what kind of enemy it had to deal with, it instantly broke all the bonds that held it fast, and contributed all that lay in its power to disengage so formidable an antagonist.

3. The charts of the world which have been drawn up by modern science have thrown into a narrow space the expression of a vast amount of knowledge, but I have never yet seen any one pictorial enough to enable the spectator to imagine the kind of contrast in physical character which exists between northern and southern countries.

4. When such a man perceives that if he fails, everyone will be able to understand the risk that has been incurred, but that if he succeeds no one will estimate the danger that has been silently overcome, he bows nevertheless to the supreme dictates of his judgment.

5. The lowest mechanic, however, looks upon it as his duty to be a watchful guardian of his country's freedom, and often uses a language that might seem haughty even in the mouth of the great emperor who traces his ancestry to the moon.

6. The brute took and drank and evidently enjoyed the wine which was new to him and swilled again at the flagon and entreated for more and prayed to Ulysses to tell him his name that he might bestow a gift upon the man who had given him such brave liquor.

7. My friend's talk made so odd an impression upon my mind, that soon after I was a-bed, I fell insensibly into a most unaccountable reverie that had neither moral nor design in it and cannot be so properly called a dream as a delirium.

8. When, contrary to the wicked hopes he had formed, his brother proved victorious, his envy knew no bounds, and he swore he would burn the chamber where Orlando slept.

9. When the ship fell over and the mast became horizontal he crawled out to the mizzen-top and sat there till the spar gave away and plunged him into the waves where he was dragged into one of the boats.

10. If you put the end of an iron rod in the fire and hold it there, you do something more than heat that end, for you heat the whole of it up to the end that you hold in your hand.

11. The governor of the town, who was present, cried out with a loud voice and ordered Androcles to explain how a savage beast could have so forgotten its innate disposition, all of a sudden, that it became converted into a harmless animal which preferred rather to spare its victims than to devour him.

12. The governor who was himself young sympathised with the youngman but reminded him that it was the duty of an officer to fight when his country was at war with another.

13. I do not know when he will come. The place where I reside is far off from here. As the smoke rose, she became hidden from view. I have read the books which the teacher gave me when he left us.

14. I think you have made a mistake. All the blessings we enjoy come from God. If you cut more than a pound, you die.

15. All that glitters is not gold. We do not know what he has done. When the cat is away, the mice will play. The poor man who had run from them saw both his enemies fall.

16. When the father came home, he found that, although he had been away for a long time, the children who had been left alone, had behaved quite well.

17. I am taller than he. As it was raining, I did not go to school. Students should listen attentively to what the teacher says. The man whom we met at the railway station is my friend. I agree to what he says. He laboured hard that he might pass.

18. I hope you are well. Do you think it is correct? The house he lives in is lovely. The food he eats is not pure. Everyday we spend without learning is a day lost.

19. The noise was so high in the air that at first I thought it was thunder. Do you know who rang the bell? Uneasy lies the head that wears a crown.

20. You must remember that most men feel sick when they climb very high.

21. When he reached its borders, he cried out, "I am ready." Since we are the most beautiful flowers, we should live only in the select gardens.

22. When he stepped on the ground and looked around, he thought the earth trembled. Where there is a will there is a way. He that is down needs fear no fall.

23. "I will not let you in", said the man who stood at the door. The teacher who was my brother gave away the prizes.

24. I asked him whether he was sure that the boy was innocent. Think a little further of all those persons whom you cannot see who also wear cotton.

25. Everyone who knows you acknowledges, when he considers the case calmly, that you have been wronged.

26. When we reached the gate, I told him I could go no farther as I was expecting visitors and must return to receive them.

27. This put Viola in mind of her own sorrow, and she longed to serve the lady, but the captain said that that was impossible, for she would admit none.

28. The people of one country thought that they were better than others who lived in other countries and they fought with those others.

29. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.

30. There is nothing that shocks me so much as that which I hear very often that a man does not know how he can make his life happy.

31. He as well as I is to blame. You should run as fast as possible. No sooner did he see the police than he ran away. He came and helped me. It looks as if he had seen a ghost. Were he here, he would help me. Once you decide, you will have no trouble. The higher you go, the cooler it is. This is the same watch as mine. There is none but loves his country.

32. I have noticed it often among my own people that the strong skilful men are often the gentlest to women and children, and it is pretty to see them carrying the little babies as if they were no heavier than little birds.

SYNTHESIS

Synthesis एक ऐसी विधि है जिसके द्वारा बहुत-से वाक्यों को जोड़कर एक वाक्य बनाया जाता है, जो simple, compound, complex या mixed हो सकता है। हमें देखना है कि किन-किन विधियों (methods) के द्वारा वाक्यों को जोड़कर उन्हें simple compound, complex या mixed sentence का रूप दिया जाता है।

1. HOW TO COMBINE SIMPLE SENTENCES INTO A SINGLE SIMPLE SENTENCE

आप जानते हैं कि simple sentences में एक ही clause रहता है, जो Principal Clause होता है; उसमें एक ही Subordinate Clause नहीं रहता। इसका अर्थ यह है कि simple sentence में केवल एक ही Finite Verb रहता है। इसलिए जब बहुत-से simple sentences को जोड़कर उन्हें एक simple sentence बनाना पड़ता है, तब यह कोशिश की जाती है कि एक ही Finite Verb का प्रयोग हो। इस लक्ष्य की पूर्ति के लिए बहुत-सी विधियाँ हैं जिनमें ये प्रधान हैं—

- (A) use of Participle;
- (B) use of Nominative Absolute;
- (C) use of Noun or Phrase in Apposition; and
- (D) use of Infinitive.

अब इन इन विधियों को एक-एक कर लें और देखें कि इनके द्वारा किस प्रकार बहुत-से simple sentences को जोड़कर एक simple sentence बनाया जाता है। हमें यह भी विचार करना होगा कि किस अवस्था में किस विधि का प्रयोग कर करना चाहिए। आज तक ऐसा कोई नियम नहीं बन पाया है कि किस विधि का प्रयोग कब होता है। लोग सुविधासुचारु ही इनका प्रयोग करते हैं, पर मेरे जानने यदि वाक्यों के अर्थ की धीक से समझा जाय, तो उन विधियों के प्रयोग करने के कुछ नियम मोटे तौर पर निकल सकते हैं।

(A) WHEN TO USE PARTICIPLE

सामान्यतया Participle के द्वारा simple sentence को तब जोड़ा जाता है, जब—

Rule I. सभी simple sentence के Verbs का कर्ता common (सामान्य) पुरुष या common factor) हो, अर्थात् एक ही व्यक्ति या वस्तु उन सभी simple sentences में कर्ता का काम करता है; और

Rule II. उन simple sentences के Verbs को देखने पर ऐसा लगे कि एक काम दूसरे के बाद हुआ है और इसलिए वे एक-दूसरे से बंधे हुए हैं, जैसे—

He raised his gun. He took aim. He shot the tiger.

इन तीनों वाक्यों का कर्त्ता *He* है, अर्थात् *He* तीनों Verbs का common Subject है—*He (raised + took + shot)*.

Caution—इसके अतिरिक्त एक और बात पर ध्यान दें। इन तीनों Verbs से यह पता चलता है कि तीन कार्य किये गये हैं; पहले बन्दूक उठाने का, इसके बाद निशाना साधने का और अन्त में बन्दूक चलाने का। इस तरह एक के बाद दूसरा काम किया गया है। इसलिए इन तीनों simple sentences को Participle के द्वारा जोड़ना चाहिए।

How to use Participle

Participle के द्वारा वाक्यों को जोड़ने का नियम यह है—

Rule III. जो कार्य (Verb) पहले हुआ हो, उसको Participle में बदल दें और जो कार्य या क्रिया अन्त में हो, उसे Finite रहने दें; जैसे—

He raised the gun. He took aim. He shot the tiger.

इन तीनों वाक्यों में सबसे पहले कार्य की कर्त्ता पहले वाक्य में हुई है; उनके बाद दूसरे में और अन्त में तीसरे वाक्य में। अतः इन्हें इस प्रकार जोड़ दें—

Having raised the gun and taken aim, he shot the tiger.

कुछ उदाहरण और लें—

He drew his sword. He rushed at the man.

= *Having drawn his sword, he rushed at the man.*

Turn to the left. You will then see the post-office.

= *Turning to the left, you will see the post-office.*

They were too late for the train. They tried to hire a taxi. They hoped to see the princess.

= *Being too late for the train, they tried to hire a taxi, hoping to see the princess.*

He worked hard. He felt tired.

= *Having worked hard, he felt tired.*

I spoke to the teacher. I sat at the table. I held the book in my hand.

= *Seated at the table and holding the book in my hand, I spoke to the teacher.*

(B) WHEN TO USE NOMINATIVE ABSOLUTE

Nominative Absolute का प्रयोग होता है, जब—

Rule I. वाक्यों के कर्त्ता भिन्न-भिन्न व्यक्ति या वस्तु होते हैं, एक ही वस्तु या व्यक्ति नहीं; और

Rule II. उन वाक्यों के Verbs से ऐसा मालूम पड़ता है कि जो कार्य एक-दूसरे के बाद होते हैं उनके बीच एक प्रकार का causal relation (कारण और उसके परिणाम का सम्बन्ध) है; जैसे—

The sun rose. The fog disappeared.

यहाँ पहले वाक्य का कर्त्ता sun है और दूसरे का fog. हम यह भी देखते कि यहाँ दो Verbs (rose and disappeared) साथ हैं, जिनमें एक प्रकार का causal relation

मालूम पड़ता है, क्योंकि यह स्वाभाविक है कि सूर्य के उगने से कुहासा विलीन हो जाता है।
इसलिए इन वाक्यों को इस प्रकार जोड़ना चाहिए—

The sun having risen, the fog disappeared.

इन वाक्यों को भी देखें—

The agreement was signed. All were satisfied.

= *The agreement being signed, all were satisfied.*

इन वाक्यों को Nominative Absolute के द्वारा जोड़ा गया है, क्योंकि इनके कर्ता अलग-अलग हैं और जिन कार्यों की चर्चा हुई है, उनके बीच कारण-फल का सम्बन्ध है—समय के कारण पर दस्तावेज का कारण है और लोगों का सन्तोष उसका फल।

How to use Nominative Absolute

Nominative Absolute उस कर्ता (nominative) को कहते हैं, जो वाक्य में स्वतंत्र (absolute) रहता है, क्योंकि वैसे कर्ता का कोई भी अन्तर वाक्य के Verb पर नहीं पड़ता। ऊपर के वाक्यों में 'sun' और 'agreement' Nominative Absolute है। इन वाक्यों के nominatives क्रमशः 'fog' और 'all' हैं।

Nominative Absolute के प्रयोग को विधि यह है—

Rule III. जो कार्य पहले हो (जो कारण का काम करे) उसके कर्ता को Participle के पहले रख दें और जो कार्य पछि हो (जो कारण का फल हो) उसके कर्ता को Nominative मान लें। ऊपर दिये गये वाक्यों में ऐसा ही किया गया है। पहले सूर्य का उगना हुआ और उसके बाद कुहासा का विलीन होना। इसलिए पहले वाक्य के कर्ता (sun) को Participle (having risen) के पहले रखा गया अर्थात् sun को Nominative Absolute बना दिया गया और दूसरे वाक्य के कर्ता (fog) को Nominative माना गया। इन उदाहरणों को भी देखें—

The leader was slain. The rioters were seized with panic.

= *The leader having been slain (or being slain), the rioters were seized with panic.*

The steamer was delayed by a storm. We left by train.

= *The steamer having been (or being) delayed by a storm, we left by train.*

Your son has been ill during the greater part of this term. His studies have fallen into arrears. I am unable to give him promotion.

= *Your son having been ill... term, and his studies having fallen into arrears, I am unable to give him promotion.*

The town was well stocked with provisions. The guns were well stocked with ammunitions. The enemies were forced to raise the siege.

= *The town being well stocked with provisions and the guns with ammunitions, the enemies were... siege.*

The siege was over. The enemy withdrew. The city opened its gates. By this means its trade and prosperity rapidly revived.

= *The siege being over, the enemy having withdrawn and the city having opened its gates, trade and prosperity rapidly revived.*

The business will now prosper. He and I have come to terms.
 — He and I *having come to terms*, the business will now prosper.

The fog was dense. No one could see his way through the streets.

— The fog *being dense*, no one could. . . streets.

(C) WHEN TO USE NOUN OR PHRASE IN APPPOSITION

Rule I. Apposition का प्रयोग तब होता है जब एक वाक्य में कही गयी बातों (वाक्यों या वाक्य अर्थों Verbs or Adjectives) की विस्तारपूर्वक व्याख्या अन्य वाक्यों में की जाती है; जैसे—

Byron had some of the great qualifications of a great poet. He possessed great *command of language*. He was a *keen observer of nature*. He had an *accurate knowledge of men and nature*.

यहाँ पहले वाक्य में Byron की योग्यताओं (गुणों) की चर्चा की गयी है और अन्य तीन वाक्यों में उन गुणों की एक प्रकार से व्याख्या की गयी है, अर्थात् यह बताया गया है कि वे गुण क्या-क्या थे—

यथा पर अधिकार, प्रकृति-निरीक्षण की शक्ति और मानव का ज्ञान।

इसलिए इन वाक्यों को Apposition कि विधि से जोड़ना चाहिए, जैसे—

Byron had some of the qualifications of a great poet, a great *command of language*, a *keen observation of nature* and an *accurate knowledge of men and nature*.

इन वाक्यों को भी देखें—

Siraj-ud-daulah perpetrated many atrocities. He *oppressed the British merchants*. He *oppressed his own people no less*. He was defeated at the battle of Plassey.

यहाँ पहले वाक्य में सिराजुद्दौला के कठोर कार्यों (गुणों) की चर्चा हुई और अन्य वाक्यों में उसी कार्यों पर विशेष प्रकाश डाला गया है, क्योंकि उनकी चर्चा विस्तारपूर्वक की गयी है। अतः इन्हें इस प्रकार जोड़ा गया है—

Siraj-ud-daulah, the perpetrator of many atrocities, *oppressor of the British merchants* and *of his own people*, was defeated at the battle of Plassey.

How to use Noun or Phrase in Apposition

Rule II. Apposition का अर्थ होता है 'side by side' और इसलिए किसी noun या phrase को उस noun के बगल में रखा जाता है जिसकी व्याख्या की जाती है। जो noun या phrase Apposition में रखा है, उसे दो कौमा (comma) के बीच या डैश (dash) के बाद रखा जाता है। पहले दिये गये उदाहरणों में पहले वाक्य में comma और दूसरे वाक्य में dash का प्रयोग करके noun को Apposition में रखा गया है। कुछ उदाहरण और लें—

John Bunyan wrote "The Pilgrim's Progress". He had once

been a thoughtless youngman. Later he became a religious penitent.

= John Bunyan, the author of "The Pilgrim's Progress", once thoughtless youngman, later became a religious penitent.

Mahatma Gandhi was a lover of peace. He had once been a lawyer. He preached non-violence.

= Mahatma Gandhi, a lover of peace, once a lawyer, preached non-violence.

(D) WHEN TO USE INFINITIVES

Rule 1. Infinitive के प्रयोग द्वारा वाक्यों को एक जोड़ा जाता है, जब सभी वाक्यों से मालूम पड़ता है कि जिन कार्यों की चर्चा हुई है, उनमें अन्वयोन्यास्य (interdependence) का सम्बन्ध है। वह सम्बन्ध कभी-कभी कारण और परिणाम (cause and effect) का रहता है, पर यह आवश्यक नहीं है। हाँ, इतना तो अवश्य है कि उनमें गहरा सम्बन्ध रहता है। ऐसे वाक्यों को Nominative Absolute के द्वारा जोड़ा नहीं जा सकता, क्योंकि Nominative Absolute उन वाक्यों को जोड़ता है (जैसा कि पहले कहा जा चुका है) जिन कर्त्ता भिन्न-भिन्न होते हैं और इसलिए उन कार्यों में भिन्न-भिन्न बातें कही जाती हैं। इस अतिरिक्त, उन वाक्यों को देखने से मालूम पड़ता है कि एक कार्य के समाप्त होने पर दूसरा कार्य तथा दूसरे के बाद तीसरा कार्य होता है और उनमें कारण-परिणाम का सम्बन्ध है। पर Infinitive उन वाक्यों को जोड़ता है जिससे यह मालूम पड़ता है कि कार्यों के बीच तो कारण-परिणाम का अन्वयोन्यास्य सम्बन्ध है, लेकिन एक कार्य दूसरे के बाद नहीं होता, बल्कि वे कार्य एक ही साथ होते हैं, मानो वे एक कड़ी से जुड़े हुए हों; जैसे—

His house and goods were sold. His debts had to be paid.

= His house and goods were sold *to pay* his debts.

यहाँ दूसरे वाक्य में कारण बतलाया गया है और पहले में उसका परिणाम। इन वाक्यों को Infinitive के द्वारा जोड़ा गया है, Nominative Absolute के द्वारा नहीं, क्योंकि इन वाक्यों से ऐसा पता नहीं चलता कि एक कार्य के समाप्त होने पर दूसरा कार्य उसी परिणामस्वरूप हुआ। एक और उदाहरण लें—

He could not prepare well for the examination. He had no sufficient time.

= He had not sufficient time *to prepare* well for the examination.

यहाँ भी दूसरे वाक्य में कारण बतलाया गया है और पहले में उसका परिणाम। इन वाक्यों में भी दो कार्यों की चर्चा हुई है, पर एक कार्य दूसरे के बाद नहीं हुआ, बल्कि वे दो कार्य एक ही साथ हुए, जिस प्रकार कारण और परिणाम एक ही साथ रहते हैं, अलग-अलग नहीं। इन वाक्यों को भी देखें—

He has a large family. He must provide for them.

= He has a large family *to provide* for.

He stayed up at nights working out problems in mathematics

It was a pleasure to him.

= It was a pleasure to him *to stay up* . . . mathematics.

He must confess his fault. He will be fined otherwise.
= He must confess his fault *to escape* fine.

The child grew worse everyday. The parents were there
grieved.

= The parents were grieved *to see* the child grow worse
everyday.

The General has just come. The inspection of the volunteers
his object.

= The General has just come *to inspect* the volunteers.

That man cheated all his creditors. He must have been mad

= That man was mad enough *to cheat* all his creditors.

The head guides the rest of the body. It was made for
purpose.

= The head was made *to guide* the rest of the body.

My father was very much delighted. He had heard of my
brother's success.

= My father was very much delighted *to hear* of my brother's
success.

He wants to pass his examination. He works hard for that

= He works hard *to pass* his examination.

How to use Infinitives

Rule II. Infinitives का प्रयोग करना बहुत ही आसान है। जब Verb के बाद
to लगा कर वाक्यों को जोड़ दें।

II. HOW TO COMBINE SIMPLE SENTENCES INTO A COMPOUND SENTENCE

जब जानते हैं कि compound sentence में कम-से-कम दो Principal Clauses
रहते हैं और उनमें Subordinate Clause नहीं रहता। इसको ध्यान में रखकर ही
simple sentences को एक compound sentence का रूप दिया जा सकता है।
बढ़ने का मन्त्र यह है कि उन्हें compound sentence बनाते समय कम-से-कम दो
Principal Clauses का प्रयोग प्रवृत्त करें और Subordinate Clause का प्रयोग कभी
भी नहीं करें। इससे यह स्पष्ट है कि यह कार्य Co-ordinating Conjunctions की सहायता
से ही हो सकता है और Subordinating Conjunctions की सहायता नहीं रह सकती।
जब जानते हैं कि वे Co-ordinating Conjunctions हैं—*and, both..... and
also, too, as well as, not only.but also, either.....or, neither
....nor, otherwise, or, but, yet, however, so, therefore, for* इत्यादि। इन
Conjunctions के द्वारा वाक्यों को जोड़ने समय वाक्यों के अर्थ पर ध्यान बनाना देना

चाहिए। यदि वाक्यों के पढ़ने से ऐसा मालूम हो कि facts या statements के बीच विरोध (contrast) का भाव है, तो *but*, *yet* आदि का प्रयोग करना चाहिए; जैसे—

He is poor. He is happy.

भाव जानने हैं कि *poverty* और *happiness* दो विरोधी भाव व्यक्त करते हैं। अतः उन्हें *but* या *yet* के द्वारा जोड़ कर compound sentence बनाया जाना चाहिए—

He is poor *but* happy.

या He is poor, *yet* he is happy.

इसी प्रकार, यदि ऐसे वाक्य मिलें जिनमें एक के आधार पर दूसरे वाक्य में अनुमान (inference) निकाला जाय या एक वाक्य में कारण (cause) बतलाया जाय और दूसरे उसका परिणाम (consequence), तो उन्हें *so* या *therefore* के द्वारा जोड़ें; जैसे—

He took bribe. He was dismissed.

= He took bribe, *therefore* he was dismissed.

यदि ऐसे वाक्य मिलें जिनमें बहुत-सी चीजों के बीच एक को पसन्द या सबको नापसन्द करने की बात कही जाय, तो *either*..... *or* या *neither*.....*nor* का प्रयोग करना चाहिए; जैसे—

Do not do this. Do not do that.

= *Neither* do this *nor* (do) that.

Take all. Take nothing.

= *Either* take all *or* take nothing.

यदि ऐसे वाक्य हों जिनको पढ़ने से मालूम हो कि प्रत्येक वाक्य में statement (कथन) है, तो उन्हें *and*, *as well as*, *both*.....*and* या *not only*.....*but* *also* के द्वारा जोड़ें; जैसे—

He cried. He wept.

= He cried *and* wept.

या He *not only* cried *but also* wept.

या He *both* cried *and* wept.

या He cried *as well as* wept.

EXERCISES WORKED OUT

Combine the following sentences into a compound sentence—

1. Two cats had stolen some cheese. They could not decide how to divide it equally between them. They decided on asking a monkey to settle the dispute for them. They went to the monkey once for that purpose.

= Two cats, having stolen some cheese, and not being able to decide how to divide it equally between them, decided on asking a monkey to settle the dispute for them, and went to the monkey once for that purpose.

2. The monkey agreed to hear and decide the case. He called the two cats before him. He held out a pair of scales. He put one piece of cheese in one scale and one in another.

= The monkey agreed to hear and decide the case, and having called the two cats before him, he held out a pair of scales, a piece of cheese being put in one scale, and the other in the other.

3. In all labour there is profit. Mere talking tends only failure.

= In all labour there is profit, but mere talking tends only failure.

4. A certain rumour was current. He was said to have been taken seriously ill. He was quite well. He wrote to me that very day. He informed me by letter of his intention to extend his business.

= According to a current rumour, he was taken seriously ill but in point of fact he was quite well, and by a letter written that very day he informed me of his intention to extend his business.

5. In private life he was amiable. In private life he was even fond of amusement. In public life he was severe. In public life he was a rigorous dispenser of justice.

= In private life he was amiable and even fond of amusement but in public life he was severe, and a rigorous dispenser of justice.

6. It was now six o'clock in the evening. It was too late to start on our journey. We postponed starting till the following morning.

= At six o'clock in the evening it was too late to start on our journey; so we postponed starting till the following morning.

7. The people of this place are thrifty. They are industrious. I noticed the fertility of their fields. Their cottages were neat. Their persons were clean.

= The people of this place are thrifty and industrious; and I noticed the fertility of their fields, the neatness of their cottages, and the cleanliness of their persons.

8. I have no knowledge of the person referred to. I am unable to say any good of him. I am unable to say any evil of him.

= I have no knowledge of the person referred to, and am therefore unable to say anything about him, good or evil.

9. The storm had now passed. The sun rose above the horizon. Every drop of dew sparkled like a diamond. The birds warbled their morning hymns. The streams were dancing down the rocks or through the glens. The little brooks tinkled like silver bells. The trees, fanned by the morning breeze, waved the ends of their huge branches in the blue sky. The birds hopped about chirping their

= The courtiers pressed forward to taste this precious water, the Khalif forbade them to taste even a drop; for the water turned sour on the way, and the Khalif did not desire to give offence to the simple-minded, but loyal peasant.

15. You have finished the job before the time. You have done it in good style. This is more than I expected from you. You have never before shown so much quickness and energy. I have seen a great deal of you for many years past.

= You have finished the job before the time, and have done it in good style; well, I did not expect this much of you; for you have never before shown such quickness and energy, and I can say this with confidence, having seen a great deal of you for many years past.

16. The barons were not content with having thus far humbled the king. They selected twelve of their number. The duty of the twelve was to act as a standing council. Good government was the object to be gained. These men did not consult the interests of the country. They usurped the royal power. They gave their chief care to the aggrandisement of their own families.

= The barons, not being content with having thus far humbled the king, selected twelve of their number to act as a standing council in the interests of good government, but these twelve men, far from consulting the interests of the country, usurped the royal power, and gave their chief care to the aggrandisement of their own families.

III. HOW TO COMBINE SIMPLE SENTENCES INTO A COMPLEX SENTENCE

आप जानते हैं कि complex sentence में केवल एक ही Principal Clause होता है और उनमें कम-से-कम एक Subordinate Clause भी रहना है। इसलिये simple sentences को जोड़कर उन्हें एक complex sentence बनाने समय उनमें एक ही Principal Clause रखें और अन्य वाक्यों को Subordinate Clause बना कर दे दें।

Subordinate Clause तीन प्रकार के होते हैं—(1) Noun Clause, (2) Adjective Clause और (3) Adverb Clause. ये तीनों प्रकार के Subordinate Clauses *Relative Pronoun*, *Relative Adverbs* या *Subordinate Conjunctions* से आरम्भ होते हैं, जिनमें वे प्रथम हैं—*that*, *who*, *which*, *what*, *because*, *since*, *so that*, *in order that*, *as*, *as if*, *as soon as*, *though*, *although*, *before*, *after*, *if*, *when*, *where*, *till*, *until* इत्यादि। किन्तु *Subordinating Conjunction* का प्रयोग कहीं या कब होता है या (दुसरे रूपों में) कब और कहीं Noun Clause या Adjective Clause या Adverb Clause का प्रयोग करने दिने हुए वाक्यों को complex sentence बनाया जाता है, यह बातों के कर्त्तव्य ही निर्भर करता है।

How to use Adverb Clause

Rule I. यदि वाक्यों के पढ़ने पर ऐसा मालूम हो कि उनके बीच cause (कारण), condition (शर्त), contrast (विरोध) या comparison (तुलना) का सम्बन्ध है, तो Adverb Clause के द्वारा वाक्यों को जोड़ना चाहिए। इन उदाहरणों को देखें—

He succeeded. He laboured hard.

= He succeeded *because* he laboured hard.

He has been very unfortunate. He is always cheerful.

= *Though* he has been very unfortunate, he is always cheerful.

He is a clever boy. No other boy in the class is more clever.

= No other boy in the class is cleverer *than* he is.

You must sign your name. He will then agree to your terms.

= He will agree to your terms, *if* you sign your name.

Men may sow much or little. They will reap accordingly.

= Men will reap *according as* they sow much or little.

You have treated me in a certain way. I will treat you in the same way.

= I will treat you *as* you have treated me.

I must have your receipt. I will then consent to pay the money.

= I must have your receipt *before* I consent to pay the money.

इन वाक्यों को Adverb Clauses के द्वारा जोड़कर complex sentences बनाये गये हैं। पहले दो वाक्यों में cause का सम्बन्ध है। इसलिए इन्हें *because* के द्वारा जोड़ा गया है। दूसरे दो वाक्यों के बीच contrast का सम्बन्ध है और तीसरे दो वाक्यों के बीच comparison का। अतः दूसरे वाक्यों को *though* के द्वारा और तीसरे वाक्यों को *than* के द्वारा जोड़ा गया है। चौथे दो वाक्यों से condition का बोध होता है। इसलिए इन्हें *if* के द्वारा जोड़ा गया है। पाँचवें और छठे वाक्यों में *manner* बतलाया गया है। इसलिए इन्हें *according as* तथा *as* के द्वारा जोड़ा गया है। सातवें दो वाक्यों से time का बोध होता है। अतः यहाँ *before* का प्रयोग हुआ है। अतः वाक्यों के अर्थ को ठीक समझें और अर्थानुसार Subordinating Conjunction का प्रयोग कर (अर्थात् Adverb Clauses के द्वारा) उन्हें complex sentences के रूप में ले लें।

How to use Adjective Clause

Rule II. Adjective Clause के द्वारा भी simple sentences को जोड़ कर एक complex sentence बनाया जाता है। यदि पहले वाक्य में किसी व्यक्ति या वस्तु को चर्चा को और अन्य वाक्यों में उसी के गुणों पर प्रकाश डाला जाय, तो Adjective Clause बनाने के लिए *who*, *which*, *that*, *when* या *where* का प्रयोग होता है; जैसे—

I suffered *anxiety*. The *anxiety* was extreme.

= The *anxiety that* I suffered was extreme.

यहाँ पहले वाक्य में *anxiety* के विषय में कहा गया है और दूसरे में उसी पर और प्रकाश डाला गया है। इसलिए इन्हें Adjective Clause के प्रयोगों द्वारा जोड़ा गया है। एक उदाहरण और लें—

A small house stood at the foot of the hill. We stayed *there* for the night.

यहाँ पहले वाक्य में house को चर्चा हुई है और दूसरे में वही घर प्रकृत बनाया गया (We stayed *there* for the night)। इसलिए यहाँ भी Adjective Clause के रूप में प्रयोग किया जा रहा है—

We stayed for the night at a small house *which* stood at the foot of the hill.

इस वाक्य और जैसे—

He had received a good *education*. *This* raised him above many men.

= The good education *that* he had received raised him above many men.

That is the *house*. He was born *there*.

= That is the house *where* he was born.

This is the *book*. I wanted to buy *it*.

= This is the book *that* I wanted to buy.

Daniel came alive out of the *den*. In *that den* lions were kept.

= Daniel came alive out of the den in *which* lions were kept.

I went down a *footpath*. At the end of the *footpath* there was a chasm. The depth of the *chasm* was about twenty feet. The *dead body* of a man was lying there. A faithful dog was still seated by *its side*.

= I went down a footpath, at the end of *which* there was a chasm about twenty feet deep, with the dead body of a man lying there, and a faithful dog still seated by its side.

Note— Who, which, that इत्यादि के द्वारा जब Adjective Clause बनाया जाता है, तब इनका अर्थ हिन्दी में कोई भी ऐसा शब्द होता है जो 'जो' से आरम्भ होता है जैसे— 'जो', 'जिस' आदि। विशेष जानकारी के लिए Analysis के अध्याय को देखें।

How to use Noun Clause

Rule III. Noun Clause को सहायता से भी बहुत-से simple sentences को जोड़कर एक complex sentence बनाया जाता है। यदि पहले वाक्य में दिने गये fact या statement को दूसरे वाक्य में स्वीकार या अस्वीकार (affirm or deny) किया जाए तो वैसे वाक्यों को Noun Clause के द्वारा जोड़ा जाता है। Noun Clause बनाने के लिए साधारणतया that, who, which, what, when या where का प्रयोग होता है: जैसे—

Perhaps better luck is in store for us. *We hope so*.

= We hope *that* better luck may be in store for us.

यहाँ पहले वाक्य में एक बात (statement) कही गयी है और दूसरे में उसे स्वीकार किया गया है। इसलिए Noun Clause के द्वारा उन्हें जोड़कर complex sentence बनाया गया है। एक वाक्य और जैसे—He was innocent. *That* was the verdict

of the judge. यहाँ भी पहले वाक्य के statement को दूसरे में स्वीकार किया गया है।
इसलिए, इसे Noun Clause द्वारा इस प्रकार जोड़ना चाहिए—

The verdict of the judge was *that* he was innocent.

इन उदाहरणों को भी देखें—

He is honest. I do not doubt it.

= I do not doubt *that* he is honest.

He will come today. I am sure of it.

= I am sure *that* he will come today.

You have acted wrongly. I believe so.

= I believe *that* you have acted wrongly.

A lazy man injures no one but himself. This is not true.

= It is not true *that* a lazy man injures no one but himself.

Someone has been making a great noise. I should like to know the person.

= I should like to know *who* has been making a great noise.

The messenger told us something about that matter. I heard

= I heard *what* the messenger told us about that matter.

Your hopes about your son's future may or may not be fulfilled. Time alone will show.

= Time alone will show *whether* your hopes about your son's future will be fulfilled or not.

Note (a)—Who, which, that इत्यादि के द्वारा जब Noun Clause बनाया जाता है तो इनका अर्थ हिन्दी में कोई ऐसा शब्द होता है जो 'क' से आरम्भ होता है; जैसे—'कि', 'कौन', 'जब' इत्यादि।

Note (b)—If या whether के द्वारा भी Noun Clause बनाया जाता है इसका अर्थ 'कि नहीं' होता है; जैसे—

I do not know if (*whether*) he is ill.

यहाँ if (*whether*) he is ill एक Noun Clause है।

Note—(a) और (b) के सम्बन्ध में विशेष जानकारी के लिए आप Analysis अध्याय को अवश्य पढ़ें।

IV. HOW TO COMBINE SIMPLE SENTENCES INTO A MIXED SENTENCE

Mixed sentence में कम-से-कम दो Principal Clauses रहते हैं और कम-से-कम एक Subordinate Clause. आप इस नियम को सदा याद रखें—

Simple sentence—One Principal Clause.

Compound sentence—At least two Principal Clauses.

Complex sentence—Simple + Subordinate Clause.

Mixed sentence—Compound + Subordinate Clause.

तो इससे यह स्पष्ट है कि simple sentences को एक mixed sentence बनाने के लिए आपको उन्हीं निदर्मा को सहायता देने पड़ेगे जो compound और complex sentences के सम्बन्ध में बताये गये हैं। आप Co-ordinating और Subordinating Conjunctions के द्वारा वह काम आसानी से कर सकते हैं, जिसको चर्चा पहले ही हो गयी है।

EXERCISES WORKED OUT

Combine the following simple sentences into a complex or mixed sentence—

1. The murder was proved. The judge then ordered the man to be executed. The man had been four days under trial.

=The murder having been proved, the judge ordered the man, who had been four days under trial, to be executed.

2. The supply of pasture often runs short. The nomads of Tartary then shift their abode. They search for new pasture elsewhere.

=When the supply of pasture runs short, the nomads of Tartary shift their abode in search of new pasture elsewhere.

3. We heard the sad news. We immediately started for the afflicted house. There we found the mourners.

=On hearing the sad news, we immediately started for the afflicted house, where we found the mourners.

4. They spoke in defence of their absent friend. They could not have spoken better.

=They could not have spoken better than they did in defence of their absent friend.

5. He behaved prudently under the circumstances. Few men would have acted so prudently.

=Few persons would have acted so prudently as he did under the circumstances.

6. Siraj-ud-daulah was defeated. He fled from the field of battle. His horse could not carry him more than a few miles. His horse was of the purest Arab blood.

=When Siraj-ud-daulah fled defeated from the field of battle, his horse, though it was of the purest Arab blood, could not carry him more than a few miles.

7. His difficulties become greater and greater. He shows more and more energy.

=The greater his difficulties, the more energy he shows.

8. I will visit your house in June next. You have frequently asked me to do so. I will not disappoint you any longer.

=I will visit your house in June next, as you have frequently asked me to do; and I will not disappoint you any longer.

9. Richard I, King of England, was seized with remorse. I had rebelled against his father. The father at that time was an old man. He was much attached to all his sons.

=Richard I, King of England, was seized with remorse for having rebelled against his father, who was at that time an old man and much attached to his sons.

10. I am very sorry. He has lost all hope. He has given up work. He worked hard last year. He has excellent abilities.

=I am very sorry that he has lost all hope and given up work for he worked hard last year, and has excellent abilities.

11. I left him to his fate. He persisted in refusing help. I offered him help on all occasions. On such occasions he needed it.

=I left him to his fate, as he persisted in refusing the help which I offered him whenever he needed it.

12. The ships were in the greatest danger. They had not been sufficiently warned. A violent storm was rising. Yesterday the wind was calm.

=The ships were in the greatest danger, as they had not been sufficiently warned; for a violent storm was rising, though yesterday the wind was calm.

13. He is attacked unjustly. He is blamed for serious faults. He has not been guilty of such faults. He becomes for this reason very much vexed.

=He becomes very much vexed at being unjustly attacked and blamed for serious faults, of which he has not been guilty.

14. The prince cannot increase his forces. He must first raise the money. He cannot pay his men without this. He cannot without this induce them to fight cheerfully for his cause.

=Before he can increase his forces, the prince must first raise money, without which he cannot pay his men or induce them to fight cheerfully for his cause.

15. You may still perhaps succeed in your object. You must persevere steadily. Success is impossible without this.

=If you are to succeed in your object, you must persevere steadily; for without this success is impossible.

16. We expostulated with him. He would not yield. He kept to his own purpose. This purpose was certain to work much mischief.

तो हमने यह स्पष्ट है कि simple sentences को एक mixed sentence के तिर आकारो कही जासो को मदासत नेमो पदो को compound और compound sentences के मदान्ध में बाते गो है। काज Co-ordinating और Subordinating Conjunctions के दास रर काम बातानी मे कर मरने है, जिरको चचांसरे हो मपी है।

EXERCISES WORKED OUT

Combine the following simple sentences into a complex or mixed sentence—

1. The murder was proved. The judge then ordered the man to be executed. The man had been four days under trial.

= The murder having been proved, the judge ordered the man who had been four days under trial, to be executed.

2. The supply of pasture often runs short. The nomads of Tartary then shift their abode. They search for new pasture elsewhere.

= When the supply of pasture runs short, the nomads of Tartary shift their abode in search of new pasture elsewhere.

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= On hearing the sad news, we immediately started for the afflicted house, where we found the mourners.

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= They could not have spoken better than they did in defence of their absent friend.

5. He behaved prudently under the circumstances. Few men would have acted so prudently.

= Few persons would have acted so prudently as he did under the circumstances.

6. Siraj-ud-daulah was defeated. He fled from the field of battle. His horse could not carry him more than a few miles. His horse was of the purest Arab blood.

= When Siraj-ud-daulah fled defeated from the field of battle, his horse, though it was of the purest Arab blood, could not carry him more than a few miles.

7. His difficulties become greater and greater. He shows more and more energy.

= The greater his difficulties, the more energy he shows.

8. I will visit your house in June next. You have frequently asked me to do so. I will not disappoint you any longer.

=I will visit your house in June next, as you have frequently asked me to do; and I will not disappoint you any longer.

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=Richard I, King of England, was seized with remorse for having rebelled against his father, who was at that time an old man and much attached to his sons.

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=I am very sorry that he has lost all hope and given up work; for he worked hard last year, and has excellent abilities.

11. I left him to his fate. He persisted in refusing help. I offered him help on all occasions. On such occasions he needed it.

=I left him to his fate, as he persisted in refusing the help which I offered him whenever he needed it.

12. The ships were in the greatest danger. They had not been sufficiently warned. A violent storm was rising. Yesterday the wind was calm.

=The ships were in the greatest danger, as they had not been sufficiently warned; for a violent storm was rising, though yesterday the wind was calm.

13. He is attacked unjustly. He is blamed for serious faults. He has not been guilty of such faults. He becomes for this reason very much vexed.

=He becomes very much vexed at being unjustly attacked and blamed for serious faults, of which he has not been guilty.

14. The prince cannot increase his forces. He must first raise the money. He cannot pay his men without this. He cannot without this induce them to fight cheerfully for his cause.

=Before he can increase his forces, the prince must first raise money, without which he cannot pay his men or induce them to fight cheerfully for his cause.

15. You may still perhaps succeed in your object. You must persevere steadily. Success is impossible without this.

=If you are to succeed in your object, you must persevere steadily; for without this success is impossible.

16. We expostulated with him. He would not yield. He kept to his own purpose. This purpose was certain to work much mischief.

= He would not yield to our expostulations, but kept to his own purpose which was certain to work much mischief.

17. He puts on a grave face. At heart he is a foolish fellow. No one trusts him. He has disappointed us a hundred times already.

= Though he puts on a grave face he is at heart a foolish fellow, and no one trusts him; for he has disappointed us a hundred times already.

18. I have devoted my life to teaching. To a man in my position there is something exciting in finding himself in sight of an ancient university. This is a fact.

= It is a fact that I have devoted my life to teaching, and that to a man in my position there is something exciting in finding himself in sight of an ancient university.

19. The next two months were most pleasantly spent in this lovely island. During that time we made many friends amongst the planters. We also enjoyed their hospitality. They are noted for being hospitable.

= The next two months were most pleasantly spent in this lovely island; for during that time we made many friends among the planters, and enjoyed the hospitality for which they are noted.

20. Henceforth Axel's progress in his studies was surprising. In comparison with other boys he could devote little time to them. Considering this fact his progress was indeed surprising.

= Henceforth Axel's progress in his studies was indeed surprising, considering how little time he could devote to them in comparison with other boys.

21. Mr. Merriman left the cottage. He crossed the river. He returned almost immediately. He was accompanied by five Dyaks. He had met them in the Chinese quarter. They had arrived there with a boat-load of commodities collected from the jungle.

= Mr. Merriman left the cottage, and after crossing the river he returned almost immediately, accompanied by the five Dyaks whom he had met in the Chinese quarter, and who had arrived there with a boat-load of commodities collected from the jungle.

22. Marsupials are a kind of animal. They have pouches for carrying their young. They were once scattered all over the world. Most of them have long since become extinct. The survivors are thus
 - find kangaroos, wombats, etc. The other quarter is a limited

portion of America Here we find only one small group. This group is the opossums.

= Marsupials, a kind of animal that has pouches for carrying its young, were once scattered all over the world; but as most of them have long since become extinct, the survivors are now confined to two quarters of the globe,—Australia, where we find kangaroos, wombats, etc; and a limited portion of America, where we find the small group called opossums.

23. In the opossums the pouch is very small. It is thus useless as a receptacle for the little ones. The mother carries them on her back. The mother carries as many as a dozen. Their tails are lashed round hers.

= In the opossums the pouch is too small to be of any use as a receptacle for their little ones; the mother therefore carries them on her back, sometimes a dozen at a time, with their tails lashed round hers.

24. In former times there was a class of persons. They were called knights-errant. They were clad in coats of mail. They rode about singly. One object was to fight with each other at tournaments. The other object was to redress the wrongs of persons. These persons sought their assistance.

= In former times there was a class of persons called knights-errant, who were clad in coats of mail and rode about singly with the object either of fighting with each other at tournaments or of redressing the wrongs of those who sought their assistance.

25. In those times two strong and warlike knights came from opposite directions. They met at a certain place. In that place a statue was erected.

= In those times two strong and warlike knights, coming from opposite directions, met at a certain place, where a statue was erected.

26. In the arm of the statue was a shield. One side of the shield was of iron. The other was of brass. The two knights approached the statue from opposite quarters. Each saw only one side of the shield.

= In the arm of the statue was a shield, one side of which was of iron and the other of brass; but as the two knights approached the statue from opposite quarters, each saw only his own side of the shield.

27. They immediately fell into conversation in regard to the statue before them. One declared that the shield was made of iron.

The other corrected him. It was made of brass according to his assertion.

= They immediately fell into conversation in regard to the statue before them, one declaring that the shield was made of iron, while the other, correcting him, asserted that it was made of brass.

28. Two persons sometimes attempt to decide a dispute by fighting. One man may be right on the disputed question. The other may be wrong. To settle such a question by fighting is very absurd. You will think so.

= You will think it very absurd that two persons should attempt to settle by fighting who is right and who is wrong.

29. But persons may be ignorant. They may be proud. They may be conceited. Among such people that mode of settlement has been a common practice in the history of mankind. A long and furious combat now ensued between the two knights. They fought earnestly over this petty question. They would not have fought more earnestly for their lives or honour.

= But among ignorant, proud, and conceited persons that mode of settlement has been a common practice in the history of mankind so a long and furious combat between the two knights ensued, and; they fought as earnestly over this petty question as they would have fought for their lives or their honour.

30. They had fought for a long time. Both were at last exhausted. Both were unhorsed. Both lay bleeding on the ground. They then found out something new. It surprised and vexed them greatly. The sides of the shield were of different metals. They might have saved themselves the trouble of quarrelling and wounding each other for nothing. But they had not taken the trouble at first to look at both sides of the shield.

= At last, after fighting for a long time, both were exhausted, and lay unhorsed and bleeding on the ground; when they found, greatly to their surprise and vexation, that the sides of the shield were of different metals, and that they might have saved themselves the trouble of quarrelling and wounding each other for nothing, if they had taken the trouble at first to look at both sides of the shield.

वर्तु inverted commas के शीर्ष 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। रफार I के लिए he का नाम बना है और my के लिए his का। रफी और 'you' Objective Case में है। वा: you की मे में वरुन लिखा गया है।

II. CHANGE OF TENSE

1. वरि Reporting Verb Present या Future Tense में रहे, वी Reported Speech के Verb का Tense वर्त-वा-वर्त रफा है, जैसे—

Ram says, "I shall go/vent."

Ram says that he will go/vent.

Ram will say, "I go/shall go."

Ram will say that he goes/will go.

वर्तु वरि वरि Reporting Verb 'says' Present Tense में है। रफार Reported Speech का Future Tense (shall go) और Reporting Verb Indirect Narration में वर्तु वरि है। रफी और वरि वरि वरि Reporting Verb Future Tense में है और रफार Reported Speech के Present Tense (go) और Future Tense (shall go) का वर्त-वा-वर्त रफा गया है।

2. वरि Reporting Verb Past Tense में वी और Reported Speech का Verb Present या Future Tense में, वी वरि Present या Future Tense corres-

ponding Past Tense में वरुन वरि है, जैसे—

He said, "I will go."

He said that he would go.

He said, "I am going."

He said that he was going.

He said, "I have gone."

He said that he had gone.

He said, "I have been going."

He said that he had been going.

वर्तु वरि वरि Reporting Verb (said) Past Tense में है। रफार inverted commas के शीर्ष Future और Present Tense का वरि वरि है।

corresponding Past Tense में वरुन वरि है—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में वरि Present Perfect Continuous—

Past Perfect Continuous में।

3. वरि Reporting Verb Past Tense में वी और Reported Speech का Verb Past Tense में, वी—

(a) Reported Speech का Past Indefinite, Past Perfect में वरुन वरि है, जैसे—

Ram said that the train had reached late.

Ram said, "The train reached late."

यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'you' Objective Case में है। अतः you को me में बदल दिया गया है।

II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ज्यों-का-त्यों रहता है, जैसे—

Ram says, "I shall go/went."

Ram says that he will go/went.

Ram will say, "I go/shall go."

Ram will say that he goes/will go.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इस Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) और Future Tense (shall go) को ज्यों-का-त्यों रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Present या Future Tense में, तो वह Present या Future Tense को corresponding Past Tense में बदल जाता है, जैसे—

He said, "I will go"

He said that he would go.

He said, "I am going."

He said that he was going.

He said, "I have gone."

He said that he had gone.

He said, "I have been going."

He said that he had been going.

इन सभी उदाहरणों में Reporting Verb (said) Past Tense में है। इसमें inverted commas के भीतर विलम्बी Future और Present Tense की क्रियाएँ corresponding Past Tense में बदल गयी हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous—Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदलता है, जैसे—

Ram said, "The train reached late."

Ram said that the train had reached late.



यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'O' Objective Case में है। अतः you को me में बदल दिया गया है।

II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense बर्बो-का-त्बो रहना है, जैसे—

Ram says, "I shall go/went."

Ram says that he will go/went.

Ram will say, "I go/shall go."

Ram will say that he goes/will go.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इस Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) Future Tense (shall go) को बर्बो-का-त्बो रूप दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I will go."

He said that he would go.

He said, "I am going."

He said that he was going.

He said, "I have gone."

He said that he had gone.

He said, "I have been going."

He said that he had been going.

इन सभी उदाहरणों में Reporting Verb (said) Past Tense में है। इस inverted commas के भीतर किसी Future और Present Tense को क्रमशः corresponding Past Tense में बदल दिया है—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous—Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech भी Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदल दे, जैसे—

Ram said, "The train reached late."

Ram said that the train had reached late.

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यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'y' Objective Case में है। अतः you को me में बदल दिया गया है।

II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ब्यों-का-त्यों रहता है, जैसे—

Ram says, "I shall go/went."

Ram says that he will go/went.

Ram will say, "I go/shall go."

Ram will say that he goes/will go.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इस Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) Future Tense (shall go) को ब्यों-का-त्यों रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I will go."

He said that he would go.

He said, "I am going."

He said that he was going.

He said, "I have gone."

He said that he had gone.

He said, "I have been going."

He said that he had been going.

इन सभी उदाहरणों में Reporting Verb (said) Past Tense में है। इस inverted commas के भीतर मिलनी Future और Present Tense की क्रियाएँ हैं। corresponding Past Tense में बदल गयी हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech भी Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदल गयी है, जैसे—

Ram said, "The train reached late."

Ram said that the train had reached late.

GENERAL RULES

General rules उन नियमों को कहते हैं जो प्रत्येक प्रकार के वाक्य के साथ लागू होते हैं। Inverted commas के भीतर किसी भी प्रकार का वाक्य क्यों न हो, इन नियमों को सहायता लेनी ही पड़ती है। इन नियमों को हम तीन भागों में इस प्रकार बाँट सकते हैं—

1. Change of Person
2. Change of Tense
3. Change of other Parts of Speech

I. CHANGE OF PERSON

Direct Narration को Indirect में बदलने पर inverted commas के भीतर जितने Persons (first, second और third) रहते हैं वे इस नियम के अनुसार बदल जाते हैं—

SON, जिसे आप Son Formula भी कह सकते हैं।

यहाँ S का अर्थ है Subject; O का Object और N का None वा No change. इसके अनुसार inverted commas के भीतर जो First Person (I, my, we, our, me, us) रहता है वह Reporting Verb के Subject के Persons के अनुसार बदल जाता है, जैसे—

Ram told me, "I shall do my work."

Ram told me that he would do his work.

यहाँ Reporting Verb 'told' का Subject है Ram जो Third Person है। इसलिए inverted commas के भीतर जो First Person (I और my) है वह Third Person में बदल गया है। इस प्रकार यदि inverted commas के भीतर Second Person (you, your आदि) रहे तो वह Reporting Verb के Object के अनुसार बदल जाता है, जैसे—

Ram told me, "You should do your work."

Ram told me that I should do my work.

यहाँ Reporting Verb 'told' का Object है me जो First Person में है। इसलिए inverted commas के भीतर जो Second Person (you और your) है वह First Person में बदल गया है। यदि inverted commas के भीतर Third Person (he, she आदि) रहे, तो वह क्यों-कान्तों रहता है; उनमें कोई परिवर्तन नहीं होता, जैसे—

Ram told me, "He will do his work."

Ram told me that he would do his work.

यहाँ inverted commas के भीतर Third Person है। इसलिए हमने कोई परिवर्तन नहीं किया। तो संक्षेप में आप इस नियम को इस प्रकार याद रखें—

First Person is changed into Subject.

Second Person is changed into Object.

Third Person requires No change.

Note— Person के बदलने पर उसका Number और Case बही रहता है जो inverted commas के भीतर रहता है, जैसे—

He told me, "I shall try my best to help you."

He told me that he would try his best to help me.

यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'you' Objective Case में है। अतः you को me में बदल दिया गया है।

II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ज्यों-का-त्यों रहता है, जैसे—

Ram says, "I shall go/went."

Ram says that he will go/went.

Ram will say, "I go/shall go."

Ram will say that he goes/will go.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इसलिए Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) और Future Tense (shall go) को ज्यों-का-त्यों रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech का Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I will go."

He said that he would go.

He said, "I am going."

He said that he was going.

He said, "I have gone."

He said that he had gone.

He said, "I have been going."

He said that he had been going.

इन सभी उदाहरणों में Reporting Verb (said) Past Tense में है। इसलिए inverted commas के भीतर मिलाने Future और Present Tense को क्रियार्थ है वे corresponding Past Tense में बदल गये हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous—Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech का भी Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदल जाता है, जैसे—

Ram said, "The train reached late."

Ram said that the train had reached late.

(b) Reported Speech का Past Imperfect, Past Perfect Continuous में बदल जाता है; जैसे—

Ram said, "The boy *was reading*."

Ram said that the boy *had been reading*.

(c) Reported Speech का Past Perfect और Past Perfect Continuous बर्बो-का-बर्बो रह जाता है।

Note—कभी यह बताना पता है कि यदि Reporting Verb Past Tense में हो, तो Reporting Speech का Verb Past Tense में बदल जाता है; पर हम निम्न का एक अन्वय भी दे ओ कृप्य महत्त्वपूर्ण है—

यदि inverted commas के भीतर कोई ऐसा कथन हो जिसमें habitual या universal truth का बोध हो, तो Reporting Verb के Past Tense में रहने पर भी Reported Speech के Verb का Tense कभी नहीं बदलता; जैसे—

The teacher *said*, "The earth *is* round."

The teacher said that the earth *is* round.

He *said*, "Honesty *is* the best policy."

He said that honesty *is* the best policy.

The preacher *said*, "Man *proposes* and God *disposes*."

The preacher said that man *proposes* and God *disposes*.

एक सम्बन्ध में यह रखें कि inverted commas के भीतर जो Proverbs (दुहावरे) रहते हैं उनमें भी universal truth का बोध होता है और इसलिए ऐसे वाक्यों के Verbs के भी Tense नहीं बदलते; जैसे—

He remarked, "A bad carpenter *quarrels* with his tools."

He remarked that a bad carpenter *quarrels* with his tools.

I *said*, "Birds of a feather *flock* together."

I said that birds of a feather *flock* together.

III. CHANGE OF OTHER PARTS OF SPEECH

जब Reporting Verb Past Tense में रहता है, तब Reported Speech के केवल Verb का Tense ही नहीं बदलता, बल्कि Reported Speech में (inverted commas के भीतर) जितने भी निकटता-सूचक (expressing nearness) Adjectives, Adverbs और Verbs रहते हैं, वे सब-के-सब दूरी-सूचक (expressing distances) रूपों में बदल जाते हैं; जैसे—

| | | | | | | |
|--------|-------------|---------|------------|-------------|----------|-------|
| This | <i>into</i> | That | To-day | <i>into</i> | That | day |
| These | " | Those | Tomorrow | " | Next | day |
| Here | " | There | Yesterday | " | Previous | day |
| Hither | " | Thither | Last night | " | " | night |
| Now | " | Then | Come | " | Go | |
| Thus | " | So | Ago | " | Before | |
| Hence | " | Thence | | | | |

Note—इस सम्बन्ध में यह बात ध्यान देने योग्य है कि यदि Reported Speech में प्रयोग किये गये Adjective या Adverb से ऐसा मालूम पड़े कि वे चीजें वक्ता के साथ या

सामने है, तो उस हालत में निकटता-सूचक शब्दों को दूरी-सूचक शब्दों में नहीं बदला जाता है; जैसे—

Ram said, "This is my pen."

Ram said that *this* was his pen.

यहाँ *this* को *my*-का-स्वों रत्न दिया गया है; इसे *that* में बदला नहीं गया, क्योंकि यहाँ जिस भी *pen* की चर्चा हुई है, वह बच्चा (राम) के पास है।

Reported Speech में कितने भी प्रकार का वाक्य क्यों न हो, ये तीनों *general rules* हर हालत में लागू होते हैं।

SPECIAL RULES

अब हमें *special rules* पर विचार करना है जो भिन्न-भिन्न प्रकार के वाक्यों के लिए भिन्न-भिन्न हैं। यदि *inverted commas* के भीतर *Assertive sentence* रहे, तो एक प्रकार के नियम की आवश्यकता होती है और यदि *Imperative* रहे, तो दूसरे प्रकार के नियम की। अगर *inverted commas* के अन्दर *Interrogative sentence* हो, तो एक तीसरे प्रकार के नियम लगाये जाने हैं और *Exclamatory* के लिए चौथे प्रकार के। तो इनसे यह स्पष्ट है कि *special rules* लगा कर *Direct* को *Indirect* में बदलने के पहले हम यह अवश्य समझ लें कि *inverted commas* के अन्दर किस प्रकार का वाक्य है। इसको पहचानने में कोई खास कठिनाई नहीं होती, क्योंकि वाक्य के अर्थ को समझ कर और फिर विराम-चिह्न (*punctuation marks*) को देखकर हम आसानी से कह सकते हैं कि अतुल्य वाक्य किस प्रकार का है। *Interrogative sentence* से प्रश्न का बोध होता है और वाक्य के अन्त में प्रश्नवाचक चिह्न (*Note of Interrogation*) आता है; जैसे—

Are you ill?

इसी प्रकार, *Imperative sentence* से आज्ञा, प्रार्थना या परामर्श (*order, request, advice* या *proposal*) का बोध होता है; जैसे—

Go there. Please help me. Let us go.

Assertive sentence को पहचानने में तो कठिनाई नहीं होती, क्योंकि ऐसे वाक्यों से यह साफ़ कलकता है कि कोई बात सीधे रूप से हाँ या ना (*affirmative* या *negative*) में कही गयी है; जैसे—

You are a good man.

You are not a good man.

इन वाक्यों से न तो प्रश्न का भाव कलकता है और न आज्ञा या प्रार्थना का ही। *Optative* और *Exclamatory sentence* को भी पहचानना कठिन नहीं, क्योंकि *Optative* से *option* (इच्छा) का बोध होता है। यदि वाक्य से अभिशाप (*curse*) या आशीर्वाद (*blessing*) आदि प्रकार की अच्छी या बुरी इच्छाओं का बोध हो, तो उसे *Optative* समझना चाहिए; जैसे—

May you live long!

May he die!

A plague split you!

यदि वाक्यों से हर्ष-उत्साह, शोक-संताप या आश्चर्य-वृथा आदि प्रकार की आन्तरिक प्रबल भावनाओं का बोध हो, तो उन्हें *Exclamatory sentence* कहा जाता है; जैसे—

Alas ! he is dead.

Hurrah ! we are victorious.

इस प्रकार inverted commas के भीतर जितने वाक्य हों उन्हें ठीक से प्चान कर आप Special Rules का प्रयोग करें जिसकी चर्चा अब हम विस्तारपूर्वक करेंगे ।

1. ASSERTIVE SENTENCES

Rule I. Assertive sentence को बदलने का एक ही special rule है और वह यह है कि आप inverted commas ("...") को that में बदल दें, जैसे—

Ram told me, "I shall help you as far as I can."

Ram told me *that* he would help me as far as he could.

यहाँ special rule के अनुसार inverted commas को that में बदल दिया गया है। अन्य परिवर्तन (Tense और Person के) तो general rules के अनुसार किये गये हैं।

Note (a)—यदि inverted commas के अन्दर कोई व्यक्तिवाचक संज्ञा (Proper Noun) सम्बोधन कारक (Case of Address) में रहे तो वही संज्ञा को Reporting Verb का या Reporting Verb के बाद आने वाले Preposition का Object बना देना चाहिए और तब उस वाक्य को Direct से Indirect में बदलना चाहिए, जैसे—

The teacher said, "*Ram*, I am pleased with you."

The teacher said to *Ram* (told *Ram*) that he was pleased with *him*.

यहाँ *Ram* सम्बोधन कारक में है और इसलिए इसको वाक्य से हटा कर Reporting Verb का Object बना दिया गया है। इस वाक्य का यह परिवर्तन—

The teacher said that, *Ram*, he was pleased with *him*—बगुन है।

यहाँ *Ram* को said के ठीक बाद और that के ठीक पहले रखना चाहिए। आप देखेंगे कि ऐसे शब्दों का स्थान that के पहले रहता है, बाद में कभी नहीं।

Note (b)—यदि inverted commas के अन्दर कोई Term of Address (सम्बोधन के शब्द) जैसे—friend, father, brother, gentlemen, ladies इत्यादि Common Noun आये, तो इन शब्दों के पहले *addressed as* जोड़ कर उन्हें Reporting Verb के पहले रख दें और तब Direct को Indirect में बदल दें, जैसे—

The President said, "*Ladies and gentlemen*, I should thank you all...."

The President *addressed* (the public) *as ladies and gentlemen* and said that he should thank them all....

यदि हम *ladies and gentlemen* को that के बाद रखने, तो उनके लिए यह स्थान उपयुक्त नहीं होता।

Note (c)—यदि Inverted commas के अन्दर O, Well, You, See इत्यादि प्रकार के शब्द सम्बोधन के लिए प्रयोग किये जायें, तो सबसे आसान तरीका यह है कि आप उन्हें हटा दें, क्योंकि उनको बिल्कुल ही छोड़ दें; जैसे—

The teacher said, "Well, Mohan, I shall punish you."

The teacher said to Mohan that he would punish him.

यहाँ Well का बिलकुल लोप हो गया, पर इससे वाक्य के अर्थ पर कुछ भी आपात नहीं पहुँचता। वास्तव में, ऐसे शब्द निरर्थक होते हैं, क्योंकि बोलने के सिलसिले में ये यों ही प्रयुक्त हो जाते हैं। इसलिए, ऐसे शब्दों को हटा देने में कोई हर्ज नहीं।

Note (d)—यदि inverted commas के अन्दर स्वागत या विदाई, welcome or farewell (जैसे good morning, good night) आदि प्रकार के शब्द आँ, तो Idiom के अनुसार इनके पहले bid या bade जोड़ कर उन्हें Reporting Verb के पहले रख देना चाहिए; that के बाद नहीं, जैसे—

My friend said to me, "Good morning. I am happy to see you."

My friend bade me good morning and said that he was happy to see me.

Note (e)—यदि inverted commas के बीच एक से अधिक Assertive Sentence रहें, तो उन्हें and से जोड़ देना चाहिए या further added आदि का प्रयोग कर सभी वाक्यों को मिला देना चाहिए, क्योंकि बार-बार say या tell का प्रयोग करने पर वाक्य बड़ा हो सकता है, जैसे—

The king said, "It is enough. My mother is yet alive. I will go and see her before I die".

The king said that it was enough; that his mother was yet alive; and that he would go and see her before he died.

यहाँ inverted commas के अन्दर तीन वाक्य हैं जो Assertive हैं और इसलिए Indirect Narration में तीनों ही को एक वाक्य बना दिया गया है। यही कारण है कि यहाँ and का प्रयोग हुआ है। यहाँ इसका Indirect form इस प्रकार भी हो सकता है—

The king said that it was enough and that his mother was yet alive. He further added that he would go and see her before he died.

Note (f)—बुद्ध ऐसे भी Assertive sentence होते हैं जो अचूरे रहते हैं, छास कर किसी प्रश्न के उत्तर में जो Elliptical वाक्य कहे जाते हैं, जैसे—yes, no, very well, not at all इत्यादि। ऐसी अवस्था में प्रश्न के उत्तर का अर्थ समझकर भाव ऐसे वाक्यों को पूरा कर दें या उन्हें इस प्रकार बदल दें—replied in the affirmative या replied in the negative आदि, जैसे—

I asked him, "Are you ill?" He said, "Yes."

पहले वाक्य पर हमलोग Interrogative Sentence के सिलसिले में विचार करेंगे, पर दूसरे वाक्य को इन प्रकारों से बदला जा सकता है—

He said (replied) that he was ill या He replied in the affirmative.

यहाँ Yes का पूरा अर्थ है—He was ill.

II. INTERROGATIVE SENTENCES

Rule I. Reporting Verb को ask या enquire में बदल दें।

Rule II. यदि Interrogative sentence का उत्तर सिर्फ़ yes या no में दिया जा सके, तो inverted comma को if या whether में बदल दें, पर यदि ऐसा सम्भव न हो, अर्थात् Interrogative sentence का उत्तर Yes या No न हो कर कोई और दूसरा

शब्द हो, वैसी ही भाषा में inverted commas का सिर्फ लोप कर दें; if वा whether का प्रयोग कभी भी मत करें।

Rule III. Interrogative sentence को Assertive में बदल दें। साधारणतया इसमें काफ़ी कठिनाई होती है। इसलिए हम यहाँ दो-एक बात कह देना उचित समझते हैं। जितने Interrogative sentences होते हैं वे एक प्रकार से दो भागों में बँटि जा सकते हैं—(1) जिनमें Auxiliary Verbs 'do' का प्रयोग होता है, और (2) जिनमें Auxiliary Verb 'do' का प्रयोग नहीं होता, वहाँ अन्य Verb, जैसे—*is, am, are, was, were, has, have, had, will, should, must, can, may* इत्यादि का प्रयोग होता है। जिन Interrogative sentences में Verb 'do' का प्रयोग होता है वे दो प्रकार के होते हैं—(a) जिनमें *not* लगा रहता है, जैसे—*do not, did not, does not*, और (b) जिनमें *not* नहीं लगा रहता। यदि Interrogative sentences में *do* के साथ *not* लगा रहे, तो ये वाक्यों को इस प्रकार Assertive बनायें—Subject के बाद Verb को रख दें; जैसे—

Did he not go? He did not go.

Does he not read? He does not read.

Do you not laugh? You do not laugh.

यदि Interrogative में *do* के साथ *not* नहीं आये तो वैसे वाक्यों को इस प्रकार Assertive में बदलें—Auxiliary Verb 'do' को बिल्कुल हटा दें; जैसे—

Do you go? (Int.) You go. (Ass.)

Did he go? (Int.) He went. (Ass.)

Does he go? (Int.) He goes. (Ass.)

What do you want? (Int.) What you want. (Ass.)

यदि Interrogative sentence में Verb 'do' का प्रयोग नहीं होकर अन्य Verbs (*is, have, will* इत्यादि) का प्रयोग हो, तो उन्हें इस प्रकार Assertive बनायें—Subject के बाद Verb को रख दें; जैसे—

Are you ill? You are ill.

Where is he? Where he is.

How will you go? How you will go.

Can you do it? You can do it.

इन सभी Interrogative sentences में पहले Verb आया है और इसके बाद Subject. इन्हें Assertive बनाने के लिए Subject को रखा गया है और उसके बाद Verb को। यह बहुत ही आसान है। आप सिर्फ Subject और Verb के स्थान को दायें से बायें कर दें, और वह तो सचमुच बायें हाथ का खेल ही है।

इन तीनों ही special rules को मदद से आप Interrogative sentence को Direct से Indirect में बदलें; जैसे—

Ram said to Shyam, "Will you help me?"

Ram asked Shyam if he would help him.

यहाँ तीनों ही special rules लागू हुए हैं : (1) Reporting Verb (*said*) को *asked* में बदला गया है, (2) Inverted commas का *if* हो गया है, क्योंकि Interrogative 'Will you help me?' का उत्तर सिर्फ 'हाँ' या 'ना' हो सकता है, और (3) Subject और Verb के स्थान को बदल कर Interrogative को Assertive में बदल दिया

गया है। Tense और Person के परिवर्तन तो general rules की सहायता से किये गये हैं। अब हम एक-दो उदाहरण और लें—

Mohan said to Sohan, "What do you want?"

Mohan asked Sohan what he wanted.

यहाँ Reporting Verb को तो asked में बदला गया है, पर inverted commas को if या whether में नहीं, क्योंकि इस Interrogative का उत्तर सिर्फ हाँ या नहीं हो सकता। फिर हम Interrogative से do को हटा कर इसे Assertive बनाया गया है, क्योंकि यहाँ do के साथ not नहीं आया है। अन्य परिवर्तन भी general rules के अनुसार कर दिये गये हैं। अब एक उदाहरण और लें—

The teacher said to the student, "Why do you not read?"

The teacher asked the student why he did not read.

यहाँ Reporting Verb तथा inverted commas के परिवर्तन दूसरे उदाहरण की पंक्ति हुए हैं पर Interrogative को Assertive बनाने में do का लोप नहीं हुआ। यहाँ पहले उदाहरण की तरह Subject को पहले रखा गया और उसके बाद Verb को, क्योंकि इस बात में do के साथ not लगा हुआ है। यहाँ do को हटा देना अष्टक होता।

Note (a)— Interrogative sentence को Indirect में बदलने पर that का प्रयोग भूल कर भी मत करें। ऐसा तो Assertive sentence में ही होता है।

Note (b)— Inverted commas के अन्दर बहुत-से Interrogative sentences ऐसे पर उन्हें and से जोड़ें या further asked आदि उपयुक्त शब्दों का प्रयोग करें।

Note (c)— Assertive sentence के सम्बन्ध में जो कुछ Note (a) से (d) तक कहा गया है उसे साथ Interrogative sentences को भी Indirect Narration में रखते समय ध्यान में रखें। उन्हीं नियमों से काम चल भायगा। हाँ, say या tell के बदे यहाँ ask या enquire का प्रयोग होना चाहिए।

III. IMPERATIVE SENTENCES

Rule I. Reporting Verb को, अर्ब के अनुसार, order, request, pray, suggest या advise में बदल दें।

Rule II. Inverted commas को to में बदल दें।

Ram said to me, "Go there."

Ram *ordered* me to go there.

The doctor told me, "Take medicine in time."

The doctor *advised* me to take medicine in time.

I said to my father, "Please give more money."

I *requested* my father to give more money.

Note (a)— Inverted commas के अन्दर please, kindly आदि प्रकार के जो शब्द रहते हैं वे Indirect से हटा दिये जाते हैं, क्योंकि उनका अर्थ तो Reporting Verb ही स्पष्ट हो जाता है जैसा कि ऊपर दिये गये अन्तिम उदाहरण में किया गया है।

Note (b)— Assertive sentence के सिलसिले में जो कुछ Note (a) से (d) तक कहा गया है उसे यहाँ भी ध्यान में रखें और उन्हीं नियमों के अनुसार मिलने भी सम्बोधन। शब्द inverted commas के भीतर मिलें उन्हें Indirect में Reporting Verb के

पहले रख दें। हाँ, केवल *say* या *tell* के बदले अर्थात् *order* या *request* आदि का प्रयोग होना चाहिए।

Note (c)— यदि *inverted commas* के भीतर "do not....." आये, तो निम्नलिखित दो नियमों में से किसी एक के अनुसार वैसे *Imperative sentence* को *Direct* से *Indirect* में बदल दें—

Rule I. Reporting Verb को (*Tense* के अनुसार) *forbid* या *forbade* में बदल दें, *inverted commas* को *to* में और *do not* को हटा दें। उसके बाद अन्य शब्दों को रख दें।

Rule II. Reporting Verb को (अर्थ के अनुसार) *order* या *request* में बदल दें और *inverted commas* को *to* में। इसके बाद *do* को हटा दें और *do not* को *not* करके अन्य शब्दों को रखें, जैसे—

The teacher said, "Do not cry."

(a) *The teacher forbade to cry.*

(b) *The teacher ordered not to cry.*

यहाँ *Imperative sentence* को दो तरह से *Indirect* में बदला गया है—पहला पहले नियम के अनुसार और दूसरा दूसरे नियम के अनुसार। आपको जो अच्छा लगे उसका प्रयोग करें, पर किसी एक ही का, दोनों का आधा-आधा से कर लिखनी नहीं पकाएँ।

N.B. यदि *inverted commas* के भीतर *Imperative sentence* में *do* रहे (*do not* नहीं), तो आम साधारण नियम के अनुसार *Reporting Verb* को *order* या *request* में बदल दें और *inverted commas* को *to* में, जैसे—

I said to him, "Do that at once."

I ordered him to do that at once.

यहाँ **Note (c)** में बताये गये नियमों की आवश्यकता नहीं, क्योंकि वाक्य में *not* नहीं है।

More Hints On Imperative Sentences

आप देखेंगे कि कुछ *Imperative sentences* 'let' से शुरू होते हैं। इनको *Indirect* में बदलने के लिए इन नियमों की मदद लें—

यदि *let* वाले वाक्य से किसी प्रस्ताव (*proposal*) का बोध हो, तो—

(a) *Reporting Verb* को *propose* में बदल दें।

(b) *Inverted commas* को *that* ,, ,,।

(c) *Let* को *should* ,, ,,।

(d) *Objective case (us)* को *Nominative (we)* में बदल दें।

और, *Auxiliary Verb 'should'* को *Subject (we)* के बाद रख कर अन्य शब्दों को रखें, जैसे—

Ram said to me, "Let us sing together."

Ram proposed that we should sing together.

यहाँ **Rule (a)** के अनुसार *proposed* का प्रयोग हुआ है, (b) के अनुसार *that* का, (c) के अनुसार *should* का और (d) के अनुसार *we should* का।

N.B. ध्यान रहे कि साधारणतया *let* वाले वैसे वाक्य से *proposal* का बोध होता है।

जिउमें let के बाद (let us . . .) आता है। अतः ऐसे वाक्यों में ऊपर बताये गये चारों नियमों (a से d तक) का प्रयोग करना चाहिए।

कुछ ऐसे भी let वाले वाक्य होते हैं जिनसे proposal का बोध नहीं होता। उन वाक्यों में let के बाद me, him, her, them या there be का प्रयोग होता है। ऐसे वाक्यों से वक्ता की इच्छा या अनुमति (wish या permission) का बोध होता है, जैसे—

The boy said, "Let me go out, sir."

The lover said, "Let her rest in peace."

God said, "Let there be light", and there was light.

I said, "Let him do what he likes."

He said, "Let me help you"

ऐसे वाक्यों को Indirect में बदलने के लिए इन नियमों की सहायता लें—

(a) Reporting Verb को wish में बदल दें, क्योंकि ऐसा करने से वक्ता की इच्छा या अनुमति भांगने या देने का भाव स्पष्ट हो जाता है।

(b) Inverted commas को that में बदल दें।

(c) Let को should में बदल दें और Objective Case (me, him, her इत्यादि) को Nominative (I, he, she इत्यादि) में बदल कर उसे should के पहले (I should, he should आदि) रख दें।

इन नियमों के अनुसार ऊपर दिये गये चारों उदाहरणों के Indirect रूप क्रमशः इस प्रकार होंगे—

The boy *wished* that he should go out.

The lover *wished* that she should rest in peace.

God *wished* that there should be light and there was light.

I *wished* that he should do what he liked.

He *wished* that he should help me.

Note—कभी-कभी There be शुरू होने पर वाक्य से कल्पना (Supposition) का भाव फलकता है, जैसे—

The teacher said, "Let there be a triangle."

ऐसे वाक्य भी Indirect में बदलने के लिए Reporting Verb को wish में बदलने के बरते suppose में बदल देना चाहिए और let there को this to या that to में, जैसे—

The teacher *supposed* that to be a triangle.

तो, इस प्रकार इन देखते हैं कि there be वाले वाक्य से इच्छा या कल्पना का बोध होता है। इसलिए अर्थानुसार वाक्य उन्हें सावधानी से Indirect में बदलें।

कुछ वाक्यों में let के बाद it आता है, जैसे—

Let it be so. Let it be a circle. Let it rain.

यदि इन तीनों ही वाक्यों में let it आया है, फिर भी इन सभी वाक्यों से भिन्न-भिन्न प्रकार के भाव फलकते हैं—पहले से इच्छा (wish) का और दूसरे से कल्पना (supposition) का, पर तीसरे वाक्य का भाव स्पष्ट नहीं है। इसका भाव किसी प्रसंग में ही प्रकट हो सकता है। मान लें कि कोई बहुत दुःखी है और वह घर छोड़ कर बाहर चला जाना चाहता है। उसी समय वर्षा हो रही है। यदि ऐसी अवस्था में वह कहता है—"Let it rain. I must go." तो वहाँ let it rain का, वास्तव में अर्थ यह है कि "तुझे वर्षा की

परसह नहीं।" आ: वहाँ इस वाक्य का Indirect रूप होगा—He said that he did not care for rain.

यह मान लें कि सारे प्राणी गर्मी से श्याकुल हैं। उम समय बर्षा होनी है और को कह उठता है—“Let it rain,” वहाँ इस वाक्य से इच्छा का बोध होगा, क्योंकि वह चाहता है कि बर्षा हो और उसके निर उठे गुणी है। ऐसे प्रसंग में उमका Indirect रूप होगा—He wished that it should rain.

कहने का सङ्घर्ष यह है कि let के बाद it का प्रयोग होने पर उम वाक्य से इच्छा (wish), कल्पना (supposition), अनुमति (approval) या उदासीनता (indifference) का भाव प्रकट हो सकता है। इच्छा या कल्पना का भाव तो भागानी से मान्य हो जाता है, और इसलिए बैसे वाक्यों को शापारण नियमों की सहायता से (जो let के सम्बन्ध में बनाये गये हैं) ही Indirect में बदला जा सकता है। हाँ, अन्य भाव (approval या indifference) का बोध होने पर, जो भिन्न-भिन्न प्रसंग में भिन्न-भिन्न होगा, आप अर्थ को ध्यान में रख कर उन्हें Indirect में बदलें।

अन्त में, Let के सम्बन्ध में, हम एक और बात को खोर आपका ध्यान आकृत करना चाहते हैं खोर वह यह है कि कुछ let वाले वाक्यों से even if (वदि) का बोध होता है—

Let it be ever so difficult, I must do it. Let it rain ever so hard, I will go to-day.

ऐसे वाक्यों में Let it के बाद ever so अवश्य आता है—(Let it...ever so). इनको indirect में बदलने के लिए आप इन नियमों की सहायता ले सकते हैं—

- Reporting Verb को ज्यों-का-त्यों रहने दें।
- Inverted commas को that में बदल दें।
- Let को even if में बदल दें।
- Ever so का लोप कर दें।

Ram said, “Let it rain *ever so* hard, I will go to-day.”

(Direct)

Ram said that *even if* it rained hard he would go that day.

(Indirect)

IV. OPTATIVE SENTENCES

Rule I. Reporting Verb को curse, bless, pray या wish में, वाक्य के अवानुसार बदल दें, क्योंकि ऐसे वाक्यों से अधिशाप, अशीर्वाद, प्रार्थना या इच्छा का बोध होता है।

Rule II. Inverted commas को that में बदल दें।

Rule III. Optative sentence को Assertive में बदलें खोर वह इस प्रकार—
(a) वाक्यों में subject को पहले रखें खोर उसके बाद Verb को खोर (b) note of exclamation (!) को full stop (.) में बदल दें; जैसे—

May God pardon you ! (Optative)

God may pardon you. (Assertive)

Father said to me, “May you live long !”

Father blessed me that I might live long.

The preacher said to me, “May God help you !”

The preacher *prayed* that God might help me.

He said to me, "May you die !"

He *curst* that I might die.

Note (a)—यदि Optative sentence में may का प्रयोग नहीं हो, तो उसे (may को) वाक्य के आरम्भ में जोड़ देना चाहिए; जैसे—

God save the king = *May* God save the king.

A plague split you = *May* a plague split you.

इस प्रकार, may जोड़ कर वाक्य को पूरा कर लें।

Note (b)—यदि Inverted commas के अन्दर सम्बोधन-सूचक शब्द आये, तो Assertive sentence के सम्बन्ध में Note (a) से (b) तक बढाये गये नियमानुसार बदल दें। हाँ, केवल say या tell के बदले bless, curse या pray का प्रयोग करना चाहिए।

V. EXCLAMATORY SENTENCES

Rule I. Reporting Verb को exclaim with joy, sorrow, surprise, anger, contempt वा applause इत्यादि प्रकार के शब्दों में, Reported Speech के अर्थानुसार बदल दें।

Rule II. Inverted commas को that में बदल दें।

Rule III. Interjections (विस्मयवादिबोधक शब्द) का लोप कर दें, क्योंकि इनके बाद तो Reporting Verb से स्पष्ट हो ही जाते हैं। फिर, इनकी जरूरत ही क्या रह जाती है ?

Rule IV. Note of exclamation (!) के बदले full stop (.) का प्रयोग करना चाहिए; जैसे—

He said, "Alas ! I am ruined."

He *exclaimed with sorrow* that he was ruined.

I said, "Ah ! he is dead."

I *exclaimed with sorrow* that he was dead.

N.B.—यदि inverted commas के भीतर ऐसे Exclamatory sentences हों जिनमें, how वा what आये, तो वैसे शब्दों को great वा greatly में बदल दें; how वा what के बाद Noun आने पर उसे (how वा what को) great में बदलें, पर उसके बाद Adjective आने पर उसे greatly वा very में; जैसे—

I said, "What a fine place it is !"

I *exclaimed with joy* that it was a *very* fine place.

He said, "How dark the night is !"

He *exclaimed with surprise* that the night was *very* dark.

I said, "What a fool I am !"

I *exclaimed (confessed) with sorrow* that I was a *great* fool.

इन वाक्यों में what और how के बदले very वा great का प्रयोग हुआ है—यहने दो वाक्यों में what और how को very में बदला गया है, क्योंकि इनके बाद Adjectives

क्रमशः fine और dark का प्रयोग हुआ है, पर तीसरे में what के बदले great का प्रयोग किया गया है क्योंकि what के बाद Noun 'fool' आया है।

Note (a)—यदि Exclamatory sentence अपूर्ण हो तो Verb का प्रयोग करके उन्हें पूरा कर दें, जैसे—

What a fall ! = What a fall it is (was) !

Oh, enough ! = Oh, it is enough !

Nonsense ! = It is nonsense !

Note (b)—यदि inverted commas के भीतर सम्बोधन के शब्द रहें, तो वही शब्द लेकर उन्हें that के पहले रख दें जैसा कि Assertive sentence के Note (a) में बताया गया है। आप याद रखें कि सम्बोधन या विस्मयादिबोधक शब्द that के कभी नहीं आ सकते। वे या तो उड़ा दिये जाते हैं या उनके अर्थानुसार that के पहले ऐसे शब्दों का प्रयोग होता है जिनसे उन शब्दों का अर्थ स्पष्ट हो जाय।

MORE HINTS ON NARRATION

अभी तक सभी प्रकार के वाक्यों को Indirect में बदलने के सम्बन्ध में जिन general और special rules पर विचार किया गया है उनकी सहायता से आप प्राधान्य से Indirect Narration में बदल दे सकते हैं। फिर भी परीक्षा की दृष्टि से एक-दो बातों पर विचार करना आवश्यक है। आप देखेंगे कि inverted commas के अन्दर कभी-कभी तीन प्रकार के वाक्यों को रख कर उन्हें Indirect में बदलने को कहा जाता है, जैसे—

Ram said to Shyam, "Please take your seat. I am very glad to see you. Where had you been so long ?"

यहाँ inverted commas के भीतर तीन वाक्य हैं जिनमें पहला Imperative है, दूसरा Assertive और तीसरा Interrogative. इसलिए इन तीनों वाक्यों को भिन्न-भिन्न प्रकार के special rules की मदद से Indirect में बदलना चाहिए, जैसे—

Ram requested Shyam to take his seat. He told him that he (Ram) was glad to see him and asked him where he had been so long.

यहाँ पहले वाक्य को Imperative sentence के special rules की मदद से, दूसरे को Assertive sentence के नियमानुसार और तीसरे को interrogative sentence के special rules की सहायता से Indirect में बदला गया है और general rules भी प्रत्येक के साथ लगाये गये हैं। तो, आप याद रखें कि जब inverted commas के भीतर अलग-अलग तरह के वाक्यों को Indirect में बदलना होता है, तो inverted commas के बाहर जितने शब्द रहते हैं उन्हें उन सभी वाक्यों का common factor मान लिया जाता है और इसलिए भिन्न-भिन्न प्रकार के special rules उन्हें बार-बार बदलना पड़ता है, जैसे—

I told my friend, "Please help me. I am out of pocket. Can you help me? I hope you will."

I told my friend, "Please help me." I told my friend, "I am out of pocket." I told my friend, "Can you help me?" I told my friend, "I hope you will."

वहाँ आप देखते हैं कि inverted commas के भीतर चार वाक्य हैं—पहला Imperative, दूसरा Assertive, तीसरा Interrogative और चौथा फिर Assertive. यहाँ "I told my friend" inverted commas के बाहर है और इसलिए इसको common factor मान कर इन चारों वाक्यों को अलग-अलग कर दिया गया है। अब उन्हें बिना special rules की मदद से Indirect में बदलना आसान है। यदि आप इन सभी वाक्यों को केवल Imperative या केवल Interrogative sentence के special rules की मदद से बदल देंगे तो वह अशुद्ध होगा। सबको एक ही लाठी से हाँकने को कोशिश डीक नहीं।

EXERCISES WORKED OUT

1. The violent man said, "What violence have I done? What anger have I been guilty of?" Then the others laughed and said to him, "Why should we speak? You have given us ocular proof of your violent temper."

Indirect—The violent man *asked what violence he had done, and what anger he had been guilty of.* Then the others laughed and *asked why they should speak.* They *further said that he had given them ocular proof of his violent temper.*

Or, Then the others laughed and said that there was no need for them to speak, because he had given them ocular proof of his violent temper.

2. "What do you mean?" asked the man, "how can a rope be used for binding flour?" "A rope may be used for anything," replied the man, "when I do not wish to lend it."

Indirect—The man *asked what he meant, and how a rope could be used for binding flour.* The man replied *that a rope might be used for anything, when he did not wish to lend it.*

3. The robber said to Alexander, "I am thy captive. I must hear what thou art pleased to say, and endure what thou art pleased to inflict. But my soul is unconquered, and if I reply at all to thy reproaches, I will reply to thee like a free man."

Indirect—The robber said to Alexander *that he was his captive, and (he) must hear what he (Alexander) was pleased to say and endure what he was pleased to inflict.* He *further told him that his soul was unconquered, and if he replied at all to his reproaches, he would reply to him like a free man.*

4. Joseph said to James, "I can tell you what strikes me as the most useful machine in the world." James replied, "Can you Joseph? I should like to hear of it. What is it used for?"

Indirect—Joseph said to James *that he could tell him what struck him as the most useful machine in the world.* James *asked*

Joseph if he could and said that he would like to hear of that. He further inquired of him (Joseph) what it was used for.

5. And Reuben said unto them, "Shed no blood; cast Joseph into this pit that is in the wilderness, but lay no hand upon him."

Indirect— And Reuben advised them to shed no blood; to cast Joseph into that pit that was in the wilderness, but (to) lay no hand upon him.

6. And Judah said unto his brethren, "What profit is it, if we slay your brother and conceal his blood? Come, let us sell him to the Ishmaelites, and let not our hand be upon him for he is our brother and our flesh."

Indirect— And Judah asked his brethren what profit it was if they slew their brother and concealed his blood. He advised them to sell (proposed to them that they should sell) him to the Ishmaelites and wished that they should not lay their hand upon him, for he was their brother and their flesh.

7. "What is this strange outcry?", said Socrates, "I sent the women away mainly in order that they might not offend in this way; for I have heard that a man should die in peace. Be quiet and have patience."

Indirect— Socrates asked them what that strange outcry was. He said that he had sent the women away mainly in order that they might not offend in that way; for he had heard that a man should die in peace. He (Socrates) advised them to be quiet and have patience.

8. The teacher became angry with the student and said, "Why have you disturbed the class in this way? I have told you before that when I am speaking, you should be silent. Leave the room, and do not return again to-day."

Indirect— The teacher became angry with the student and asked him why he had disturbed the class in that way. He said to the student that he had told him before that when he was speaking, he (student) should be silent. The teacher ordered him to leave the room, and not to return (forbade him to return) again that day.

EXERCISE

Q. Change the following from Direct to Indirect—

1. "Gentlemen," I said; "there are more things in heaven and earth than are dreamt of in your philosophy. Do not be astonished at my statement. Is it fair to judge me by appearance only?"

2. "Let me hire you as a nurse for my poor children," said a Butterfly to a quiet Caterpillar. "See these little eggs. I don't know how long it will be

before they come to life, and I feel very sick and poorly, and if I should die, who will take care of my baby butterflies when I am gone? Will you kind, mild, green Caterpillar?"

3. "Well", cried I, "my good boys, how do you like your bed? I hope you are not afraid to sleep in this room." "No, papa", said Dick, "I am not afraid to be anywhere where you are."

4. "Cast thy eyes eastward", said the genius to Mirza, "and tell me what thou seest." "I see", said Mirza, "a huge valley and a prodigious file of water flowing through it." "The valley that thou seest", said the genius, "is the vale of misery, and the tide of water that thou seest is part of the great tide of eternity." "What is the reason," said Mirza, "that the tide rises out of a thick mist at one end, and loses itself in a thick mist at the other?"

5. I said, "Do not brood over the past. Is there not something in every life which it is happiness to forget? I have so much to remember here, so much to learn, and so much to repay."

6. They said, "Brothers and Sisters, hear what I tell you. The enemy approaches and you ought to know what will happen when they come here. Do not expect peace; for there will be none. They will rule over you and make you slaves."

7. An old lion said to a fox, "Please come near me in my cave. Come, let us talk of your health." The fox said, "Quite so, sir, but I am afraid the talk will not be beneficial for my health."

8. "You are old", said the youth. "One would hardly suppose that your eye was as steady as ever. What made you so awfully clever?" "I have answered three questions, and that is enough. Don't give yourself airs. Be off or I will kick you downstairs", said his father.

9. The ant said to the cricket, "What were you doing all the summer? Why do you beg from others instead of earning your own food? If you can while away the summer in singing and dancing, then you can pass the autumn in the same way."

10. The farthing said, "I thus rambled from pocket to pocket. It would be tedious to relate all my adventures. Soon I grew old and was disfigured by constant use. Then came the fatal end of my life. Along with many other coins I was thrown into a furnace. But strangely enough I did not die. I only rose out of the furnace with greater beauty and brightness than I ever had before."

11. Teacher—That is true; it is very cold indeed. But climbers wear very warm clothes. It is not often the cold that stops them.

The child—How do they spend the nights there and where do they get their food?

Teacher—Good. You have thought of other great difficulties which climbers must overcome. Remember, however, they take many strong coolies with them and these men carry their food and tents in which they sleep at night. But there are other and greater difficulties than these.

12. Teacher—Who knows which is the highest mountain in the world?

First child—I do, sir. It is Kanchenjunga in Sikkim.

Teacher—No, wrong. Who knows? That is a very high mountain but not the highest of all.

Second child—Is it Mount Everest, Sir?

Teacher—Yes, that's right. And it is over twenty-nine thousand feet a you know. It is covered with snow all the year round, even in summer.

13. The youngest Princess took her father's hand in hers and said, "Fa dear, I love you better than salt." The King looked at her in amazement cried, "Do you measure your love for me by common salt? Your sisters b spoken of gold and gems. Have you nothing better to say?" The Princess shook her head and again replied, "I love you, father, more than salt." At t the king was enraged and said to the Princess, "I bid you not to come near or speak to me in future."

14. The Duke said to Shylock, "How can you hope for the mercy of G if you show mercy to none?" Shylock replied, "What judgement of God sh I fear, having done no wrong? You have your slaves. Shall I say to you, 'I them be free?' You will answer, 'The slaves are ours.' So do I answer yo The pound of flesh is mine and I will have it."

15. "Little sisters," he said, "it is my turn to speak. Keep silent and i quiet till I have finished. You ought to praise and love your Maker very muc He has given you sweet air. He has found food for you, and streams and fountai for your drink. Praise God, Who loves you and watches over you."

16. Gratiano—"O excellent Judge?"

Portia—"Why does the Jew pause? Take your penalty."

Shylock—"Give me my principal and let me go."

Bassanio—"I have it ready for you. Here it is."

Portia—"He has refused it in the open court. He shall have merely justic and h s bond."

Shylock—"Shall I not have even my bare principal?"

Portia—"You shall have nothing but the penalty."

17. The man has confessed, "I am the guilty man and deserve punish- ment." He told us, "I will agree to what you propose, if you sign this." They said, "The boy is hiding in the place where we left him." He said, "Who could have expected such a turn of events?"

18. When Porus was brought as a prisoner to Alexander, he was asked, "How do you desire to be treated?" "Like a king", said he. "And have you nothing else to request?" said Alexander. "No", said he, "everything is include in the word *king*."

19. "Sarrab!" replied the spider, "if it were not for breaking an old custom in our family, never to stir abroad against an enemy, I should come and teach you better manners." "I pray, have patience", said the bee, "for you'll spend your substance, and for a sight I see, you may stand in need of it all towards the repair of your house". "Rogues! Rogues!" replied the spider, "yet one thing you should have more respect for a person whom all the world allows to be so much your better."

20. "Come on", cried the thundering Amos, "let me hit you but one blow in the ear and you'll never have headaches again." "Step forward", cried the other, "I'll show you a better way, which is the better man."

"Yes", said the peasant. "Do you want one in which you can spend the night?"
"No", replied the traveller, "I only want a meal".

22. "You are wiser than you were, King Midas!" said the stranger, looking seriously at him. "Your own heart, I perceive, has not entirely changed from flesh to gold. Were it so, your case would indeed be desperate. Tell me if you sincerely desire to rid yourself of this Golden Touch." "It is hateful to me", replied Midas.

TRANSFORMATION

Transformation का अर्थ होना है, *to change the form*. इससे यह स्पष्ट कि हम किसी sentence के अर्थ को नहीं बदल सकते; हमें केवल उसके form (रूप बनावट) को बदलना चाहिए। इसका अर्थ यह नहीं कि हमें sentence के अर्थ से कोई अर्थ ही नहीं। इसके विपरीत, हमें दिये हुए sentence के अर्थ को ध्यानपूर्वक समझना चाहिए क्योंकि अर्थ को समझे बिना sentence के form को बदलना सम्भव नहीं हो सकता। हमें इन भिन्न-भिन्न प्रकार के वाक्यों को ले और देखें कि किस प्रकार उन्हें transform किया जा सकता है।

Rule I. Sentences with 'Too'

बहुत-से वाक्यों में too का प्रयोग होता है। ऐसे वाक्यों को इन दो भागों में बाँटा जा सकता है—

Rule (a)—Too के बाद Adverb, Adjective या Adjective की शक्ति प्रयुक्त होने वाला शब्द आता है, पर वाक्य में Infinitive का प्रयोग नहीं होता। इन वाक्यों पर ध्यान दें—

He is too weak.

The news is too bad.

It is dangerous to be too good.

It is too shocking.

ऐसे वाक्यों को transform करने के लिए इन नियमों की सहायता लें—

(i) Too को हटा दें।

(ii) Too के बाद आने वाले Adjective या Adverb को Comparative Degree में रखें (Adjective में 'er' लगा कर या Adjective के पहले more लगा कर, पर less लगा कर नहीं, और than का प्रयोग करें)।

(iii) Than के बाद कर्त्तानुसार should, should be, should have या should have been या it is/was/will be proper का प्रयोग करें।

The weather is too hot. = The weather is more hot than it is proper या The weather is hotter than it should be.

He came too early. = He came earlier than he should have या He came more early than it is proper.

He is too weak. = He is more weak than it is proper या He is weaker than he should be.

He is too negligent. = He is *more* negligent than it is proper या He is *more* negligent than he should be.

The news is too shocking. = The news is *more* shocking than it is proper या The news is *more* shocking than it should be.

Rule (b) यदि वाक्यों में too के बाद Infinitive का प्रयोग हो, तो इन नियमों को धराना लें—

(i) Too को हटा दें और इसके बदले so का प्रयोग करें।

(ii) So के बाद Adjective या Adverb को रखें (जो Adjective या Adverb 'too' के बाद रहता है) और उसके बाद इस प्रकार का Adverbial Clause that cannot do that... could not। इस Clause में बर्णानुसार वचित Subject और Verb का प्रयोग करें। याद रखें कि Verb के पहले cannot, could not या will not का प्रयोग होगा और इसलिए infinitive का चिह्न 'to' लुप्त हो जायगा।

इस उदाहरण देखें—

He is too weak to move. = He is *so* weak that he cannot move.

He is too proud to beg. = He is *so* proud that he cannot (will not) beg.

He was too slow to win. = He was *so* slow that he could not win.

I am too busy to go out. = I am *so* busy that I cannot go out.

It is too hard to break. = It is *so* hard that it cannot be broken या It is *so* hard that we cannot break it.

Note—कुछ ऐसे भी वाक्य होते हैं जिनमें too के बाद Adjective रहता है और Adjective के बाद for आता है, to नहीं; जैसे—

His sorrow is too deep for tears. It is too much for me. ऐसे वाक्यों के transformation के लिए ही नियम सहायता करेंगे जो ऊपर बताये गये हैं। हाँ, एक बात पर विशेष ध्यान देना होगा। वह यह है कि so के बाद that से आरम्भ होने वाले Adverbial Clause में Verb का प्रयोग योड़ी सावधानी से करना चाहिए, क्योंकि दिये हुए वाक्यों में for के बाद कोई Verb नहीं रहता है। आप वाक्य को ठीक से पढ़ें तो वचित Verb का पता चल जायगा; जैसे—

His sorrow is too deep for tears. = His sorrow is *so* deep that he cannot express it in tears, or, that it cannot be expressed in tears.

He is too slow for a runner. = He is *so* slow that he cannot make or be a runner.

Caution—यदि वाक्य में too के बाद much रहे (too much) तो उसको so bad या so shocking आदि में बदल दें। अन्य नियम वे ही होंगे जो ऊपर बताये गये हैं, जैसे—

It is too much for me. = It is *so* bad (shocking) that I cannot bear it.

EXERCISES WORKED OUT

1. The news is too good to be true.

- = The news is *so good that it cannot* be true.
2. He arrived at the station too late to catch the train.
= He arrived at the station *so late that he could not* catch the train.
3. He was too much distressed to speak.
= He was *so distressed that he was not* able to speak.
4. The sun is too hot for us to go out at present.
= The sun is *so hot that we cannot* go out at present.
5. He is too proud to learn.
= He is *so proud that he cannot* learn.

EXERCISE

Q. Transform the following sentences—

(a) You are too lazy. (b) You are too lazy to succeed. (c) It is too late to mend yourself. (d) You were too late. (e) It is too late for you. (f) She is too poor. (g) She is too poor to buy this dress. (h) Her son's death is too much for her. (i) I am too old to learn new ways. (j) You are too young for this work.

Hints—(a) more lazy than you should be or than it is proper; (b) so lazy that you cannot succeed; (c) so late that you cannot mend yourself; (d) more late than it is proper or than you should have been; (e) so late that you cannot succeed; (f) poorer than she should be; (g) so poor that she cannot buy this dress; (h) is so shocking that she cannot bear it; (i) so old that I cannot learn new ways; (j) so young that you cannot do this work.

Rule II. Sentences expressing 'Condition'.

कुछ वाक्य ऐसे होने हैं जिनमें दो भाग होते हैं। एक भाग में कोई condition (शर्त) रहता है और दूसरे भाग में उसके consequence (परिणाम) की बर्तनी होती है; जैसे—

If you work hard, you will succeed.

वाक्यों में जो condition रखा जाता है उसे इन शब्दों के द्वारा व्यक्त किया जाता है—
If, unless, in case, supposing, provided, provided that, but for, one more, and, were, should, had और and.

इन नियमों की सहायता से आप ऐसे वाक्यों का रूप बदल सकते हैं—

Rule (a)—यदि if, unless, should, had वा and के द्वारा condition व्यक्त नया तो ऐसे वाक्यों को एक-दूसरे रूप में बदल दें, अर्थात् if को unless, should, had वा and में बदल दें; unless को if, should, had वा and में; should को if, unless, had वा and में; had को if, unless, should वा and में और and को if, unless, should वा had में; जैसे—

If you labour hard you will pass. = Unless you labour hard, you will not pass वा Should you labour hard, you would pass वा Labour hard and you will pass.

इन वाक्यों के अर्थ में कोई अन्तर नहीं, पर इनके form अलग-अलग हैं। इसलिए हमें से एक form का परिवर्तन दूसरे form में हुआ है; जैसे—*if* का *unless*, *should* और *and* में; *unless* का *if*, *should* और *and* में; *should* का *if*, *unless* और *and* में तथा *and* का *if*, *unless* और *should* में।

Rule (b)—*In case*, *provided*, *supposing* और *one more.. and* को *if* में बदल कर वाक्य को transform किया जाता है—

In case you allow me, I will do the work at once. = *If* you allow me, I will do the work at once.

Provided you promise support I will help you. = *If* you promise support, I will help you

Supposing you fall ill, there is medical aid here. = *If* you fall ill, there is medical aid here.

One more effort, and you will pass. = *If* you make one more effort, you will pass.

Rule (c)—यदि वाक्य में *but for* का प्रयोग हो, तो उसे '*if it had not been for*' में बदल दें; जैसे—

But for his help, I should not have succeeded = *If it had not been for* his help, I should not have succeeded.

Rule (d)—यदि वाक्य में *were to* का प्रयोग हो, तो उसे *should* में बदल दें; जैसे—

If he *were to* meet me, I would recognise him at once. = *Should* he meet me, I would recognise him at once.

ऊपर दिये गये चार नियमों की मदद से वाक्यों का transformation आसानी से किया जा सकता है, पर कभी-कभी किसी खास तरीके से transform करने को कहा जाता है। ऐसी हासत में उन्हीं तरीकों को अपनाना चाहिए। कुछ उदाहरण लें—

(i) By using "If"

I get wet, *when* I go out in the rain. = I get wet, *if* I go out in the rain.

Had you not taught me so well, I should not have passed. = *If* you had not taught me so well, I should not have passed.

Should you be tired of working all day, go out for a walk. = *If* you be tired of working all day, go out for a walk.

(ii) By using "Conjunctive Phrase"

You will be punished for talking in the class. = You will be punished *in case* you talk in the class.

Should he awake, send for the doctor. = *In case* he awakes, send for the doctor.

Supposing the house catches fire, we shall ring up the fire brigade at once.

= *In case* the house catches fire, we shall ring up the fire brigade at once.

(iii) By using a "Participle"

If the rain does not fall soon, the crops will be spoilt. = *Supposing* the rain does not fall soon, the crops will be spoilt.

Had you taken greater care, this could not have happened. = *Supposing* you had taken greater care, this could not have happened.

In case Hari does not turn up, *Jadu* will play. = *Supposing* Hari does not turn up, *Jadu* will play.

इस प्रकार हम देखते हैं कि यदि किसी वाक्य को छात्र दरीके के द्वारा भी transform करने को कहा जाय, तो वह बहुत कठिन नहीं है। यदि किसी वाक्य को खल्ले दरीके से बदलने को नहीं कहा जाय, तो ऊपर बनाये गये चार नियमों की सहायता से एक प्रकार के condition को दूसरे प्रकार के condition में बदल सकते हैं।

MORE EXERCISES WORKED OUT

1. *One more* word, *and* I will send you out of the room. = *If* you say another word, I will send you out of the room.

2. *Supposing* the house catches fire, we shall extinguish it with the water of this tank here. = *If* (In case) the house catches fire, we...

3. *Had* you been more careful, such a calamity would not have befallen us. = *If* you had been more careful.....

4. *But for* your interference, everything would have gone smoothly on. = *Had it not been for* your interference or *If* you had not interfered, everything.....

5. *Persevere, and* you will succeed in the end. = *If* you persevere, you will succeed in the end.

6. *Provided* we are all agreed, the resolution can at once be passed. = *If* we are all agreed...

Rule III. Sentences expressing "Concession" or "Contrast"

कुछ ऐसे वाक्य होते हैं जिनमें दो बातें होती हैं। एक बात में जो कुछ कहा जाता है, दूसरे बात में उसके विरोध कहा जाता है; जैसे— *Though* he is poor, he is honest. वाक्य में ऐसे contrast के भाव को व्यक्त करने के लिए इन शब्दों का प्रयोग किया जाता है— *Though*, *although*, *as*, *however*, *all the same*, *indeed*... *but*, *nevertheless*, *none the less*, *notwithstanding that*, *for all that* और *whatever*.

Rule (a)—यदि *though* या *although* का प्रयोग करके contrast व्यक्त

भाव तो वैसे as या indeed . . . but में बदल दें; जैसे—

Though (although) he is poor, he is honest. = Poor as he is, he is honest या He is poor indeed, but he is honest.

Rule (b)— इसी प्रकार यदि as या indeed . . . but के द्वारा contrast का भाव व्यक्त किया जाय, तो इन्हें though या although में बदल दें।

Note (a)— ध्यान रहे कि यदि वैसे वाक्यों में as, though, although, however, at the same time, all the same, indeed . . . but इत्यादि के द्वारा contrast का भाव व्यक्त किया जाय तो उनको एक दूसरे के रूप में बदल दें; जैसे—

Though (although) he is poor, he is honest. = Poor as he is, he is honest या However poor he may be, he is honest या He is poor indeed, but he is honest.

Note (b)— सबसे सरल उपाय यह है कि contrast के भाव को व्यक्त करने वाले विन शब्दों का प्रयोग हो उन्हें though या although में बदल दें; जैसे—

Poor as he is, he is honest. = Though he is poor, he is honest.

However poor he may be, he is honest. = Though he is poor, he is honest.

He is poor indeed, but he is honest. = Though he is poor, he is honest.

(a) He is poor, he is honest all the same.

(b) He is poor; at the same time he is honest. = Though he is poor, he is honest.

He is poor, nevertheless he is honest. = Though he is poor, he is honest.

Rule (c)— इसी प्रकार यदि contrast का भाव though या although का प्रयोग करते बनाया जाय, तो वैसे as, indeed . . . but, however, all the same इत्यादि में बदल दें; जैसे—

Though he is poor, he is honest. = He is indeed poor, but he is honest या Poor as he is, he is honest.

Note (c)— जब as का प्रयोग contrast को व्यक्त करता है, तो as का प्रयोग Adjective के बाद होता है (Poor as he is. Rich as he is), clause के आरम्भ में नहीं।

जब as का प्रयोग किसी clause के आरम्भ में होता है, तब इसका अर्थ हो जाता है— 'वृत्ति'; जैसे—

As he is ill, he is absent.

इसलिए contrast के भाव को प्रकट करने के लिए as का प्रयोग सदा Adjective के बाद होता है।

EXERCISES WORKED OUT

1. He was poor indeed, but he was always happy = Though he was poor, he was

2. It is true that we have failed *but* it is not through our own fault. = We have failed *indeed*, *but* it is... fault.

3. The weather, *though* hot, is not unbearable. = Hot *as* the weather is, it is not unbearable.

4. *Supposing* that he was rich, that was no reason for his bad behaviour. = I grant *indeed* that he was rich, *but* that was....

5. *Though* he succeeded in everything, he was never vain = He succeeded in everything, *at the same time* he was never vain *या* He was never vain, *notwithstanding* that he succeeded in everything.

6. His mother still trusted him *though* he had deceived her so often. = He had deceived his mother so often, she trusted him *all the same*.

7. He finished first, *though* he began late. = He began late *indeed*, *but* he finished first.

8. This man is never satisfied, *no matter* what we do for him. = This man is never satisfied, *whatever* we do for him *या* This man is never satisfied *although* we may do everything for him.

9. *Admitting* that he has no means, yet he dresses pretty well. = *Though* he has no means, he dresses pretty well.

10. Poor *as* he is, he will never do a dishonest act. = He is poor *indeed*, *but* he will never do a dishonest act.

Rule IV. Interchange of "Degrees of Comparison"

वाक्यों में जितने Adjectives के प्रयोग होते हैं, वे किसी-न-किसी Degree में अवश्य हो रहते हैं। वे Degree हैं—Positive, Comparative और Superlative. यदि हम चाहे तो एक प्रकार को Degree को दूसरे में बदल सकते हैं और उनके अर्थ में भी कोई अन्तर नहीं होगा। ऐसा परिवर्तन किस प्रकार होता है, हमें इस पर विचार करना चाहिए।

Rule (a)—Positive & Comparative Degrees

बहुत-से Positive Degree के Adjective को दो *as* के बीच में रखा जाता है, *as dull as*, *as good as* आदि। ऐसे वाक्यों को transform करने के लिए आर इन नियमों की सहायता लें—

(i) दोनों *as* को हटा दें।

(ii) Adjective को (जो दो *as* के बीच रहता है) Comparative Degree का रूप दे दें।

(iii) यदि वाक्य Affirmative हो, तो उसे Negative बना दें और यदि Negative हो, तो उसे Affirmative बना दें।

(iv) वाक्य के दूसरे भाग को नये वाक्य में पहले लिखें और पहले भाग को अन्त में; जैसे—

Ram is *as* dull *as* Shyam.

Shyam is *not* duller than Ram.

You are *as good as* I.
 I am *not better* than you.
 Ram is *not as dull as* Shyam.
 Shyam is *duller* than Ram.
 You are *not as good as* I.
 I am *better* than you.

इसी प्रकार Comparative Degree को Positive Degree में बदलने के लिए हम नियमों की सहायता लें—

- (i) Comparative Degree के Adjective को Positive में बदल दें।
- (ii) Adjective को दो *as* (*as...as*) के बीच में रख दें।
- (iii) यदि वाक्य Affirmative हो, तो उसे Negative बना दें और यदि Negative हो, तो Affirmative.

(iv) वाक्य के दूसरे भाग को नये वाक्य में पहले रखें और पहले को अन्त में; जैसे—

He is *better* than you.
 You are *not as good as* he.
 He is *not better* than you.
 You are *as good as* he.

Rule (b)—Comparative & Superlative Degrees

यदि Comparative Degree में *all other* या *any other* का प्रयोग हो, तो उसे इस प्रकार Superlative Degree में बदला जाता है—

- (i) *All other* या *any other* को हटा दें।
- (ii) Comparative Degree के Adjective को Superlative में बदल दें, जैसे—

He is *better* than *any other* boy in the class.—Comparative
 He is the *best* boy in the class.—Superlative
 This book is *more useful than any other* in the market.
 —Comparative

This is the *most* useful book in the market.—Superlative

Note—इसी प्रकार Superlative Degree को Comparative में बदल देना चाहिए।

यदि Comparative Degree के साथ *most other* लगा रहे, तो इसकी Superlative Degree इस प्रकार बनाये—

- (i) *Most other* के बदले *one of the* का प्रयोग करें।
- (ii) Comparative Degree के Adjective को Superlative में बदल दें; जैसे—

He is *more wicked* than *most other* boys.—Comparative
 He is *one of the most wicked* boys.—Superlative
 Iron is *more useful* than *most other* metals.—Comparative
 Iron is *one of the most useful* metals.—Superlative

Note—इसी प्रकार Superlative Degree को भी Comparative में बदल सकते हैं।

Rule (c)—Positive & Superlative Degrees

जब वाक्य में Positive Degree को दो as (as...as) के बीच में रखा जाता है और उसके पहले no other का प्रयोग होता है, तब उसकी Superlative Degree इस प्रकार बनायी जानी है—

(i) No other तथा as...as को हटा दें और (ii) Adjective को Superlative Degree का रूप दे दें; जैसे—

No other boy is as poor as Ram.—Positive

Ram is the poorest boy.—Superlative

No other bookshop is as good as the Pustak Mahal.

—Positive

The Pustak Mahal is the best bookshop.—Superlative

यदि वाक्य में Positive Degree को दो as (as...as) के बीच में रखा जाए और very few का प्रयोग हो, तो Comparative Degree को Superlative में इस प्रकार बदलना चाहिए—

(i) दोनों as तथा very few को हटा कर उसके बदले one of the का प्रयोग करें, और (ii) Adjective को Superlative Degree का रूप दे दें; जैसे—

Very few men were as great as Mahatma Gandhi.—Positive

Mahatma Gandhi was one of the greatest men.—Superlative

Very few flowers are as sweet as rose.—Positive

Rose is one of the sweetest flowers.—Superlative

इसी प्रकार ऊपर दिये गये नियमों के आधार पर आप Superlative Degree को आसानी से Comparative Degree में बदल सकते हैं।

EXERCISES WORKED OUT

- The younger brother is *cleverer* than the elder.
—Comparative
The elder brother is not *so clever as* the younger.
—Positive
- Gold is *one of the heaviest* of metals.—Superlative
Gold is *heavier than most other* metals.—Comparative
Very few metals are *as heavy as* gold.—Positive
- This man has *more debts* than cash.—Comparative
This man has not *as much cash as* he has debts.—Positive
- That man has *more money than* brain —Comparative
That man has not *as much brain as* he has money.
—Positive
- He treats the poor with the *same respect as* he does the rich.—Positive

He treats the poor with *no less respect* than the rich.

—Comparative

6. You know his ways quite *as well as* I do.—Positive

I do *not* know his ways *any better* than you do.

—Comparative

7. I would *as soon die as* tell a lie.—Positive

I would *rather die* than tell a lie.—Comparative

I would *sooner die* than tell a lie.—Comparative

8. A live ass is *stronger* than a dead lion.—Comparative

A dead lion is *not so strong as* a live ass.—Positive

9. *Very few* countries are *as hot as* India.—Positive

India is *hotter* than *most other* countries.—Comparative

India is *one of the hottest* countries.—Superlative

10. Platinum is *as heavy as* gold.—Positive

Gold is *not heavier than* platinum.—Comparative

11. *No other* singer in the school is *so good as* Hari.—Positive

Hari is the *best singer* in the school.—Superlative

Hari is *better than any other* singer in the school.

—Comparative

12. He was *one of the greatest* of Indian rulers.—Superlative

He was *greater than most other* Indian rulers.

—Comparative

Very few Indian rulers were *so great as* he.—Positive

Rule V. Interchange of Voice

Active Voice को Passive Voice में बदलने के इन नियमों को देखें—

(i) Subject को Object बना दें।

(ii) Object को Subject बना दें और इसके पहले by का प्रयोग करें।

(iii) (a) Verb के पहले एक verb को 'to be' (am, is, are, was, were, be, been, being) का प्रयोग Subject के Number और Verb के Tense के अनुसार करें।

(b) Verb को Past Participle (Verb के तीसरे) रूप में रखें।

एक प्रकार वाक्य का Verb इस तरह हो जाता है—

Verb 'to be' + Past participle.

इन नियमों को पढ़कर से इन वाक्यों के voice को हम एक प्रकार बहुत ही आसानी से बदल सकते हैं—

1. Mohan teaches Sohan.—Active

Sohan is taught by Mohan.—Passive

2. I respect him.—*Active*

He is respected by me.—*Passive*

Verb 'to be'

कुछ वाक्यों को बनाकर Active Voice में इस प्रकार की रहती है—

am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*

He is to be helped by me.—*Passive*

2. I was to help him.—*Active*

He was to be helped by me.—*Passive*

3. We are to help him.—*Active*

He is to be helped by us.—*Passive*

Verb 'to have'

कुछ वाक्यों को बनाकर Active Voice में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*

He has to be helped by me.—*Passive*

2. We have to help him.—*Active*

He has to be helped by us.—*Passive*

3. You have to help us.—*Active*

We have to be helped by you.—*Passive*

May/can/should etc. + verb

कुछ वाक्यों के Active Voice में can/could/may/might/should, would-verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might/should/would के बाद be आता है और be के बाद verb का Past Participle रूप। यह वाक्यों के Active Voice में have + Past Participle रहता है, जब Passive Voice में have been + Past Participle का प्रयोग होता है।

एक वाक्यों का अर्थ है—

1. I can help him.—*Active*

He can be helped by me.—*Passive*

2. I should help him.—*Active*

He should be helped by me.—*Passive*

3. I should have helped him.—*Active*

He should have been helped by me.—*Passive*

Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object; जैसे—

I look *after* him.

यहाँ *after* एक preposition है और *him* एक object. Active से Passive में बदलने पर ऐसे Prepositions को ज्यों का त्यों रख दिया जाता है और Prepositions के बाद *by* का प्रयोग इस प्रकार किया जाता है—

Preposition + *by* + Object

इन उदाहरणों को देखें—

1. I look *after* him.—*Active*

He is looked *after* by me.—*Passive*

2. I am searching *for* him.—*Active*

He is being searched *for* by me.—*Passive*

Caution—कुछ verbs के बाद Passive Voice में *by* का प्रयोग नहीं होता है। इनमें *by* के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

इन वाक्यों को देखें—

1. He satisfied everybody.—*Active*

Everybody was satisfied *with* him.—*Passive*

2. He knows me.—*Active*

I am known *to* him.—*Passive*

3. Her conduct shocked me.—*Active*

I was shocked *at* her conduct.—*Passive*

4. His reply surprised me.—*Active*

I was surprised *at* his reply.—*Passive*

5. This book has greatly interested me.—*Active*

I have been greatly interested *in* this book.—*Passive*

Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। उन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ *teaches* के बाद दो objects (*me*, *English*) आये हैं। इनमें *me* सजीव है और *English* निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

2. I respect him.—*Active*
He is respected by me.—*Passive*

Verb 'to be'

कुछ वाक्यों की बनावट Active Voice में इस प्रकार की रहती है—
am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*
He is to be helped by me.—*Passive*
2. I was to help him.—*Active*
He was to be helped by me.—*Passive*
3. We are to help him.—*Active*
He is to be helped by us.—*Passive*

Verb 'to have'

कुछ वाक्यों की बनावट Active Voice में इस तरह की रहती है—
has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*
He has to be helped by me.—*Passive*
2. We have to help him.—*Active*
He has to be helped by us.—*Passive*
3. You have to help us.—*Active*
We have to be helped by you.—*Passive*

May/can/should etc. + verb

कुछ वाक्यों के Active Voice में can/could/may/might/should/would + verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might/should/would के बाद be आता है और be के बाद verb का Past Participle रूप। पर ऐसे वाक्यों के Active Voice में have + Past Participle रहता है, तब Passive Voice में have been + Past Participle का प्रयोग होता है।

इन वाक्यों पर ध्यान दें—

1. I can help him.—*Active*
He can be helped by me.—*Passive*
2. I should help him.—*Active*
He should be helped by me.—*Passive*

3. I should have helped him.—*Active*

He should have been helped by me.—*Passive*

Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object;
जैसे—

I look *after* him.

यहाँ *after* एक preposition है और him एक object. Active से Passive में बदलने पर ऐसे Prepositions को ज्यों का त्यों रख दिया जाता है और Prepositions के बाद *by* का प्रयोग इस प्रकार किया जाता है—

Preposition + *by* + Object

एक उदाहरणों को देखें—

1. I look after him.—*Active*

He is looked after by me.—*Passive*

2. I am searching for him.—*Active*

He is being searched for by me.—*Passive*

Caution—कुछ verbs के बाद Passive Voice में *by* का प्रयोग नहीं होता है। इनमें *by* के बदले किली दूसरे उपयुक्त Preposition का प्रयोग होता है।

एक वाक्यों को देखें—

1. He satisfied everybody.—*Active*

Everybody was satisfied *with* him.—*Passive*

2. He knows me.—*Active*

I am known *to* him.—*Passive*

3. Her conduct shocked me.—*Active*

I was shocked *at* her conduct.—*Passive*

4. His reply surprised me.—*Active*

I was surprised *at* his reply.—*Passive*

5. This book has greatly interested me.—*Active*

I have been greatly interested *in* this book.—*Passive*

Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। इन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ *teaches* के बाद दो objects (*me*, *English*) आये हैं। इनमें *me* सजीव है और *English* निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

2. I respect him.—*Active*

He is respected by me.—*Passive*

Verb 'to be'

इस वाक्यों की बनावट Active Voice में इस प्रकार की रहती है—

am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be बताने और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*

He is to be helped by me.—*Passive*

2. I was to help him.—*Active*

He was to be helped by me.—*Passive*

3. We are to help him.—*Active*

He is to be helped by us.—*Passive*

Verb 'to have'

इस वाक्यों की बनावट Active Voice में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be बताने और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*

He has to be helped by me.—*Passive*

2. We have to help him.—*Active*

He has to be helped by us.—*Passive*

3. You have to help us.—*Active*

We have to be helped by you.—*Passive*

May/can/should etc. + verb

इस वाक्यों के Active Voice में can/could/may/might/should would + verb रहना है। ऐसे वाक्यों के Passive Voice में can/could/may/might should would के बाद be बताना है और be के बाद verb का Past Participle रूप। ऐसे वाक्यों के Active Voice में have + Past Participle रहना है, तब Passive Voice में Have been + Past Participle का प्रयोग होगा है।

इन वाक्यों पर ध्यान दें—

1. I can help him.—*Active*

He can be helped by me.—*Passive*

2. I should help him.—*Active*

He should be helped by me.—*Passive*

3. I should have helped him.—Active
He should have been helped by me.—Passive

Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object; जैसे—

I look *after* him.

यहाँ *after* एक preposition है और *him* एक object. Active से Passive में बदलने पर ऐसे Prepositions को ज्यों का त्यों रख दिया जाता है और Prepositions के बाद *by* का प्रयोग इस प्रकार किया जाता है—

Preposition + *by* + Object

उन उदाहरणों को देखें—

1. I look after him.—Active
He is looked after by me.—Passive
2. I am searching for him.—Active
He is being searched for by me.—Passive

Caution—कुछ verbs के बाद Passive Voice में *by* का प्रयोग नहीं होता है। इनमें *by* के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

उन वाक्यों को देखें—

1. He satisfied everybody.—Active
Everybody was satisfied *with* him.—Passive
2. He knows me.—Active
I am known *to* him.—Passive
3. Her conduct shocked me.—Active
I was shocked *at* her conduct.—Passive
4. His reply surprised me.—Active
I was surprised *at* his reply.—Passive
5. This book has greatly interested me.—Active
I have been greatly interested *in* this book.—Passive

Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। उन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ *teaches* के बाद दो objects (*me*, *English*) आये हैं। इनमें *me* सजीव है और *English* निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

2. I respect him.—*Active*

He is respected by me.—*Passive*

Verb 'to be'

कुछ वाक्यों की बनावट Active Voice में इस प्रकार की रहती है—

am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*

He is to be helped by me.—*Passive*

2. I was to help him.—*Active*

He was to be helped by me.—*Passive*

3. We are to help him.—*Active*

He is to be helped by us.—*Passive*

Verb 'to have'

कुछ वाक्यों की बनावट Active Voice में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*

He has to be helped by me.—*Passive*

2. We have to help him.—*Active*

He has to be helped by us.—*Passive*

3. You have to help us.—*Active*

We have to be helped by you.—*Passive*

May/can/should etc. + verb

कुछ वाक्यों के Active Voice में can/could/may/might/should/would + verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might/should/would के बाद be आता है और be के बाद verb का Past Participle वाक्यों के Active Voice में have + Past Participle रहता है, में have been + Past Participle का प्रयोग

इन वाक्यों पर ध्यान दें—

1. I can help him.

He can be helped.

2. I should help him.

He should be helped.

3. I should have helped him.—*Active*

He should have been helped by me.—*Passive*

Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object; जैसे—

I look *after* him.

यहाँ *after* एक preposition है और *him* एक object. Active से Passive बदलने पर ऐसे Prepositions को चबों का त्यों रख दिया जाता है और Prepositions के बाद *by* का प्रयोग इस प्रकार किया जाता है—

Preposition + *by* + Object

उन उदाहरणों को देखें—

1. I look *after* him.—*Active*

He is looked *after* by me.—*Passive*

2. I am searching *for* him.—*Active*

He is being searched *for* by me.—*Passive*

Caution—कुछ verbs के बाद Passive Voice में *by* का प्रयोग नहीं होता है। इनमें *by* के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

उन वाक्यों को देखें—

1. He satisfied *everybody*.—*Active*

Everybody was satisfied *with* him.—*Passive*

2. He knows *me*.—*Active*

I am known *to* him.—*Passive*

3. Her conduct shocked *me*.—*Active*

I was shocked *at* her conduct.—*Passive*

4. His reply surprised *me*.—*Active*

I was surprised *at* his reply.—*Passive*

5. This book has greatly interested *me*.—*Active*

I have been greatly interested *in* this book.—*Passive*

Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। इन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches *me* English.

यहाँ *teaches* के बाद दो objects (*me*, *English*) आते हैं। इनमें *me* सजीव है और *English* निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

सभी object को Passive में Subject बना दें। दूसरे-दूसरे परिवर्तन तात्पर्य नियमों के अनुसार ही करें। इस नियम का ध्यान रखकर हमें इस वाक्य का Passive Voice इस प्रकार बनाना चाहिए—

He teaches me English.—*Active*

I am taught English by him.—*Passive*

कुछ लोग निर्जीव object को Subject बनाकर इस प्रकार Passive Voice बनाने हैं—

He teaches me English.—*Active*

English is taught me by him.—*Passive*

ऐसा करना गलत तो नहीं कहा जा सकता पर वह प्राथमिक प्रयोग के अनुसृत नहीं है। हमलिये प्रायः सभी object को ही Subject बनाकर Passive Voice में परिवर्तन करें।

Interrogative Sentences

Interrogative Sentences with *do/does/did*.

बहुत से Interrogative Sentences में *do/does/did* का प्रयोग होता है। ऐसे वाक्यों का Passive Voice में बदलने के लिए इन नियमों को सहायता लें—

(i) *Do, does, did* को वाक्यों से हटा दें और इस प्रकार उसे Assertive Sentence बना दें। उसके बाद उस वाक्य का voice के नियमानुसार Passive में बदल दें।

ध्यान दें कि ऐसी हालत में *do/does/did* के बदले, object के Number और verb के Tense के अनुसार *am/is/are/was/were* का रि verb 'to be' का प्रयोग होता है।

(ii) इनके बाद इस वाक्य को Interrogative sentence में बदल दें।

इस वाक्य को देखें—

Did he abuse you?—*Active (Interrogative)*

—He *did* abuse you—*Active (Assertive)*

—He *abused* you—*Active (Assertive)*

—You *were* abused by him—*Passive (Assertive)*

—Were you abused by him?—*Passive (Interrogative)*

इस प्रकार, "Did he abuse you" का Passive Voice क्या *Were you abused by him?*

इस वाक्य को देखें—

1. Why *did* he beat you?—*Active (Interrogative)*

—V. *by* he beat you—*Active (Assertive)*

—Why *were* you beaten by him?—*Passive (Interrogative)*

2. Does he prepare his lessons?—*Active*

—He *prepares* his lessons—*Active*

—Are lessons prepared by him?—*Passive*

3. When did he help me ?—*Active*
= When he helped me ?—*Active*
= When was I helped by him ?—*Passive*

Interrogative Sentences without do/does/did

बहुत से Interrogative sentences में do/does/did का प्रयोग नहीं होता, क्योंकि उनमें दूसरे-दूसरे auxiliary verbs आते हैं; जैसे—

1. Will he write a book ?—*Active*
2. When will he write a book ?—*Active*
3. Are you writing a book ?—*Active*
4. Can you write a book ?—*Active*

एक वाक्यों में do/does/did का प्रयोग नहीं हुआ है। ऐसे वाक्यों का Passive Voice साधारण नियमों के अनुसार ही (जिनकी चर्चा पहले हो चुकी है) बनता है; जैसे—

1. Will a book be written by him ?—*Passive*
2. When will a book be written by him ?—*Passive*
3. Is a book being written by you ?—*Passive*
4. Can a book be written by you ?—*Passive*

Interrogative Sentences with 'who'

कुछ Interrogative sentences में 'who' आता है। ऐसे वाक्यों को Passive Voice में बदलने के लिए इस नियम को याद रखें—

Rule 1. Interrogative sentence को 'By whom' से आरम्भ करें। इसका यह अर्थ होता है कि 'who' का प्रयोग Passive Voice में नहीं होगा। दूसरे-दूसरे परिवर्तन वही नियमों के अनुसार होते हैं जिन पर हम लोगों ने पहले ही विचार कर लिया है।

एक वाक्य को देखें—

- Who gave you this book ?—*Active*
By whom was this book given ?—*Passive*

एक-दो वाक्य और लें—

1. Who will answer this question ?—*Active*
By whom will this question be answered ?—*Passive*
2. Who can save the country ?—*Active*
By whom can the country be saved ?—*Passive*

Imperative Sentences

Imperative Sentences : order/command

बहुत से Imperative Sentences से order वा command का बोध होता है। उन्हें Passive Voice में इस प्रकार बदलें—

सर्जाव object को Passive में Subject बना दे। दूसरे-दूसरे परिवर्तन यथा नियमों के अनुसार ही करें। इस नियम का ध्यान रखकर हमें इन वाक्यों का Passive Voice इस प्रकार बनाना चाहिए—

He teaches me English.—*Active*

I am taught English by him.—*Passive*

कुछ लोग निर्जाव object को Subject बनाकर इस प्रकार Passive Voice बनाने हैं—

He teaches me English.—*Active*

English is taught me by him.—*Passive*

ऐसा करना गलत तो नहीं कहा जा सकता पर यह आधुनिक प्रयोग के अनुसार नहीं है। इसलिए आप सर्जाव object को ही Subject बनाकर Passive Voice में परिवर्तन करें।

Interrogative Sentences

Interrogative Sentences with *do/does/did*.

बहुत से Interrogative Sentences में *do/does/did* का प्रयोग होता है। ऐसे वाक्यों को Passive Voice में बदलने के लिए इन निदर्शनों को सहायता लें—

(i) *Do/does/did* को वाक्यों से हटा दें और इस प्रकार उभे Assertive Sentences बना दें। उसके बाद उन वाक्यों का voice के नियमानुसार Passive में बदल दें।

आप देखें कि ऐसी हालत में *do/does/did* के बदले, object के Number और verb के Tense के अनुसार *am/is/are/was/were* आदि verb 'to be' का प्रयोग होता है।

(ii) उसके बाद इस वाक्य को Interrogative sentence में बदल दें।

इस वाक्य को देखें—

Did he abuse you?—*Active (Interrogative)*

= He *did* abuse you—*Active (Assertive)*

= He *abused* you—*Active (Assertive)*

= You were abused by him—*Passive (Assertive)*

= Were you abused by him? —*Passive (Interrogative)*

इस प्रकार, 'Did he abuse you' का Passive Voice हुआ 'Were you abused by him' ?

इस वाक्य और लें—

1. Why did he beat you?—*Active (Interrogative)*

= Why he beat you—*Active (Assertive)*

= Why were you beaten by him?—*Passive (Interrogative)*

2. Does he prepare his lessons? —*Active*

= He prepares his lessons—*Active*

= Are lessons prepared by him? —*Passive*

3. When did he help me?—*Active*
= When he helped me?—*Active*
= When was I helped by him?—*Passive*

Interrogative Sentences without do/does/did

बहुत से Interrogative sentences में do/does/did का प्रयोग नहीं होता, क्योंकि इनमें दूसरे-दूसरे auxiliary verbs आते हैं; जैसे—

1. Will he write a book?—*Active*
2. When will he write a book?—*Active*
3. Are you writing a book?—*Active*
4. Can you write a book?—*Active*

इन वाक्यों में do/does/did का प्रयोग नहीं हुआ है। ऐसे वाक्यों का Passive Voice साधारण नियमों के अनुसार ही (जिनकी अर्चा पहले ही चुकी है) बनता है; जैसे—

1. Will a book be written by him?—*Passive*
2. When will a book be written by him?—*Passive*
3. Is a book being written by you?—*Passive*
4. Can a book be written by you?—*Passive*

Interrogative Sentences with 'who'

कुछ Interrogative sentences में 'who' आता है। ऐसे वाक्यों को Passive Voice में बदलने के लिए इस नियम को याद रखें—

Rule 1. Interrogative sentence को 'By whom' से आरम्भ करें। इसका यह अर्थ होता है कि 'who' का प्रयोग Passive Voice में नहीं होगा। दूसरे-दूसरे परिवर्तन वही नियमों के अनुसार होते हैं जिन पर हम लोगों ने पहले ही विचार कर लिया है।

इस वाक्य को देखें—

- Who gave you this book?—*Active*
By whom was this book given?—*Passive*

एक-दो वाक्य और लें—

1. Who will answer this question?—*Active*
By whom will this question be answered?—*Passive*
2. Who can save the country?—*Active*
By whom can the country be saved?—*Passive*

Imperative Sentences

Imperative Sentences : order/command

बहुत से Imperative Sentences से order या command का बोध होता है। उन्हें Passive Voice में इस प्रकार बदलें—

Rule I. वाक्य में अपनी ओर से Let का प्रयोग करें और उसे वाक्य के अन्त में रखें ।

Rule II. वाक्य में *be + Past Participle* का प्रयोग करें, *is/are* आदि का नहीं । इन वाक्यों को देखें—

1. Bring a glass of water.—*Active*
Let a glass of water be brought.—*Passive*
2. Turn him out.—*Active*
Let him be turned out.—*Passive*

Note— ऐसे वाक्यों में *by you* का प्रयोग नहीं करना चाहिए ।

Imperative Sentences : advice/request

इस Imperative sentences से परामर्श या प्रार्थना (*advice/request*) का अर्थ प्रकट होता है । उनका परिवर्तन *should be + Past Participle* द्वारा करें, *Let* के द्वारा नहीं; जैसे—

1. Love your country.—*Active*
Your country should be loved.—*Passive*
2. Feed the poor.—*Active*
The poor should be fed.—*Passive*
3. Help your friends.—*Active*
Your friends should be helped.—*Passive*

इनका परिवर्तन *Let* के द्वारा भी हो सकता है, पर वह अच्छा नहीं लगता; जैसे—

Let the country be loved.— *Passive*

इसलिए ऐसे वाक्यों का परिवर्तन *should be + Past Participle* के द्वारा ही करना अच्छा होगा ।

Note— यदि Imperative Sentences में *please, kindly* इत्यादि शब्द के हैं तो उनका प्रयोग *Passive Voice* में मत करें ।

EXERCISES WORKED OUT

1. The book *has greatly interested me.*
I have been greatly interested in the book.
2. I found the boys laughing at me.
I found myself being laughed at by the boys.
3. *Hew down the bridge.*
Let the bridge be hewn down.
4. *Tell him to leave the room at once.*
Let him be told to leave the room at once.
5. The house *is rapidly building.*
The house is being built rapidly.

6. He *taught* her to read Hindi.
She *was taught* to read Hindi by him.
7. I *was taught* to speak English by the teacher.
The teacher *taught* me to speak English.
8. The students loudly *cheered* the Governor's speech.
The Governor's speech *was loudly cheered* by the students.
9. Brutus *accused* Caesar of ambition.
Caesar *was accused* of ambition by Brutus.
10. He *was chosen* their leader.
They *chose* him their leader.
11. By whom *was* this poem *written* ?
Who *wrote* this poem ?
12. The king *gave orders* that he should be set free.
Orders were given by the king to set him free.
13. He *made* the pupils do the work.
The pupils *were made* to do the work.
- 14 We *expect* good news.
Good news *is expected* by us.
15. What *cannot be cured* must *be endured*.
We must *endure* what we *cannot cure*
16. The Headmaster gave him a prize.
He was given a prize by the Headmaster.
A prize was given to him by the Headmaster.

Rule VI. Interchange of Interrogative and Assertive Sentences

बुद्ध ऐसे Interrogative sentences होते हैं जो कथ्य के अनुसार Assertive होते हैं। इसलिए ऐसे Interrogative sentences को Assertive में बदलने के लिए वाक्य (i) वाक्य में पहले Subject को रखें और उसके बाद Verb को; (ii) प्रत्ययवाचक चिह्न (Note of Interrogation) के बदले full stop का प्रयोग करें, और (iii) यदि Interrogative sentence में not नहीं रहे, तो Assertive में not का प्रयोग करें, पर यदि Interrogative sentence में not रहे तो Assertive में not का प्रयोग नहीं करें; जैसे—

- Who *would not* run from a lion ?—Interrogative.
Everyone *would* run from a lion.—Assertive.
Can the deaf hear ?—Interrogative.
The deaf *cannot* hear.—Assertive.
Can human nature change ?—Interrogative.
Human nature *cannot* change.—Assertive.
Does God *not help* helpless men ?—Interrogative.
God *helps* helpless men.—Assertive.

Should you not love your mother?—Interrogative.
You should love your mother.—Assertive.

इन नियमों को मदद से आप Assertive sentences को Interrogative sentences का रूप दे सकते हैं।

EXERCISES WORKED OUT

1. If you prick us, *do we not bleed?*—Interrogative
 If you prick us, *we bleed.*—Assertive
2. If you poison us, *do we not die?*—Interrogative
 If you poison us, *we die.*—Assertive
3. *Were you not sent* to school to study?—Interrogative
You were sent to school to study.—Assertive
4. *Who* is here so rude as not to love his country?
 —Interrogative
There is none here so rude as not to love his country.
 —Assertive
5. *Have I not warned* you of this danger over and over?
 —Interrogative
I have warned you of this danger over and over.
 —Assertive
6. *This is not* the kind of dress to wear in school.—Assertive
Is this the kind of dress to wear in school? —Interrogative
7. *There is nothing* better than hard work to cure nerves.
 —Assertive
Is there anything better than hard work to cure nerves?
 —Interrogative
8. *No one* can put up with such conduct. —Assertive
Can anyone put up with such conduct? —Interrogative
9. *The beauty of nature is beyond description.*—Assertive
Is not the beauty of nature beyond description?
 —Interrogative
10. *We could not* have succeeded without your help.
 —Assertive
Could we have succeeded without your help?
 —Interrogative

Rule VII. Interchange of Affirmative and Negative Sentences

Rule (a)—Negative sentences को Affirmative में बदलने के लिए Negative Verbs, Adverbs, Adjectives और Pronouns को Positive में transform करना पड़ता है; जैसे—

none but the brave = the brave alone; none but a coward = the coward alone or only a coward; not always = sometimes; not gone far = gone a little way; no one nation = more than one nation; cannot but = bound to; no one = everyone; never again = for the last time; no sooner than = as soon as, इत्यादि ।

इन वाक्यों को देखें—

None but a coward would flee from his duty.—Negative

Only a coward would flee from his duty.—Affirmative

Learned men are *not always* judicious.—Negative

Learned men are *sometimes* wanting in judgment.

—Affirmative

No sooner had they heard the bell *than* they ran outside.

—Negative

As soon as they heard the bell, they ran outside.—Affirmative

He *cannot but* give me thanks.—Negative

He is *bound to* give me thanks.—Affirmative

No one will *deny* that your son has done his best.—Negative

Everyone will *admit* . . . best.—Affirmative

He left *no plan untried*.—Negative

He *tried every plan*.—Affirmative

His temper *did not improve* with age.—Negative

His temper became *worse* with age.—Affirmative

इसी प्रकार, यदि Affirmative sentence को Negative में बदलना हो, तो Positive Verbs, Adverbs, Adjectives और Pronouns को Negative में बदल दें; जैसे—doubtful = not sure; always = never; as soon as = no sooner than; all = none; quick understanding = slow understanding इत्यादि ।

इन वाक्यों के परिवर्तन पर ध्यान दें—

It *always* pours when it rains.—Affirmative

It *never* rains but it pours.—Negative

As soon as the master entered the room, everyone was silent.

—Affirmative

No sooner did the master enter the room than everyone was silent.—Negative

Only a little child would talk like this.—Affirmative

None but a little child would talk like this.—Negative

Where there *is smoke*, there is fire.—Affirmative

There *is no smoke* without fire.—Negative

You alone were to blame for this.—Affirmative

None but you were to blame for this.—Negative

As soon as he saw her, he ran away.—Affirmative

No sooner did he see her than he ran away.—Negative

Rule (b)—इस प्रकार भी Affirmative और Negative sentence होते हैं, जिसके Adjectives को Degree में बदल कर वाक्य को transform दिया जाता है; जैसे—

You are not taller than he is.—Negative

He is as tall as you are.—Affirmative

I am not so clever as you.—Negative

You are cleverer than I.—Affirmative

You are not better than your sister.—Negative

Your sister is as good as you.—Affirmative

ऐसे वाक्यों को Affirmative से Negative और Negative से Affirmative बनाते समय (i) Adjective को Degree बदल देनी चाहिए; जैसे—Comparative को Positive में और Positive को Comparative में। (ii) Negative को Positive में बदलना चाहिए (not को हटा कर) तथा Positive को Negative में (not को जोड़ कर) और (iii) वाक्य की बनावट को बदल देना चाहिए (वाक्य के दूसरे भाग को पहले लिख कर तथा पहले भाग को अन्त में रख कर)।

उपर के वाक्यों को इन्हीं नियमों के सहारे बदला गया है।

Rule VIII. Interchange of Assertive and Exclamatory Sentences.

Rule (a)—यदि Exclamatory sentences में how या what आये, तो उसे Assertive में परिवर्तित करने के लिए इन नियमों की सहायता लें—

(i) What या how को हटा कर उसके बदले Adjective के पहले very का प्रयोग करें। (ii) यदि वाक्य में कोई Adjective आये, पर यदि वाक्य में Adjective नहीं रहे, तो Noun के पहले एक Adjective (great, terrible, dreadful या wonderful इत्यादि) का प्रयोग करें और (iii) वाक्य को Assertive sentence का रूप दे दें, अर्थात् वाक्य में पहले Subject को रखें, उसके बाद Verb को, और अन्त में Adverb, Adjective और Noun को। Note of exclamation को भी हटा दें और उसके बदले full stop का प्रयोग करें; जैसे—

How dreadful was the dream !—Exclamatory

The dream was very dreadful.—Assertive

What a problem it is !—Exclamatory

It is a great problem.—Assertive

What a lame excuse !—Exclamatory

That was a very lame excuse.—Assertive

What a piece of work is man !—Exclamatory

Man is a wonderful (great) piece of work.—Assertive

O what a foolish question to ask !—Exclamatory

It is a *very* foolish question to ask.—Assertive

What *sweet* delight a quiet life brings !—Exclamatory

A quiet life brings *very* sweet delight.—Assertive

How *sad* was the sight of the deserted city !—Exclamatory

The deserted city presented a *very* sad sight.—Assertive

Note (a)—यदि Exclamatory sentences में Subject और Verb छिपे हुए हों, तो Assertive में बदलते समय उन्हें स्पष्ट रूप से (अर्थात्तुसार) प्रकट कर देना चाहिए; जैसे—How foolish ! = How foolish it is ! अब इस Exclamatory sentence को Assertive में आसानी से बदला जा सकता है—It is very foolish. इसी प्रकार, इस वाक्य को देखें—What a lame excuse ! = What a lame excuse it is or was ! अब इसे Assertive में बदल दें—It is (was) a very lame excuse.

Note (b)—यदि ऐसे वाक्यों में O, Ah आदि Interjection के प्रयोग हों, तो Assertive में बदलते समय उन्हें अवर्य हटा दें।

यदि Exclamatory sentence में O (Oh) that, O (Oh, Ah) to be, Would that वा Alas that आये, तो इनके बदले Assertive में ऐसे Adjective (sad, strange आदि) वा Verb (wish, desire) का प्रयोग करें, जिससे उन Interjections का वाक्य स्पष्ट हो जाय; जैसे—

Would that I had not wasted my time !—Exclamatory

I wish I had not wasted my time.—Assertive

O that the desert were my dwelling place !—Exclamatory

I wish that the desert were my dwelling place.—Assertive

O that he had a son !—Exclamatory

I wish that he had a son.—Assertive

O to be at home !—Exclamatory

I wish I were at home.—Assertive

Alas that he should die so young !—Exclamatory

It is sad that he should die so young.—Assertive

Rule (b)—कुछ Exclamatory sentence में if का प्रयोग होता है। ऐसे वाक्यों को Assertive बनाते समय if को हटा दें और उसके बदले wish वा desire किया का प्रयोग करें; जैसे—

If I could only see him once !—Exclamatory

I wish (desire) to see him once.—Assertive

If I could only get one more chance !—Exclamatory

I wish to get one more chance.—Assertive

Rule (c)—यदि Exclamatory Sentences किसी Infinitive से आरम्भ हों, तो Assertive में बदलते समय उसे (Infinitive को) हटा दें और उसके बदले 'It is strange' वा 'It is sad' का प्रयोग करके उन्हें Assertive sentence का रूप दे दें; जैसे—

To think of his meeting me here !—Exclamatory
It is strange that he should meet me here.—Assertive
To imagine my seeing a ghost instead of my friend !

—Exclamatory

It is strange that I should see a ghost instead of my friend.

—Assertive

EXERCISES WORKED OUT

1. *If only I could see him reproach him for his ingratitude !*
—Exclamatory
I wish I could see . . . ingratitude.—Assertive
2. *O for the might that laid the traitor down !—Exclamatory*
I wish I had (possessed) the might that . . . down.
—Assertive
3. *O my son ! would that I were dead and you alive !*
—Exclamatory
I wish that I were dead and my son alive.—Assertive
4. *What a piece of work is man !—Exclamatory*
Man is a wonderful piece of work.—Assertive
5. *O that I were young again !—Exclamatory*
I wish that I were young again.—Assertive
6. *O that she were living to this day.—Exclamatory*
I wish that she were living to this day.—Assertive
7. *O if I could only raise the cover and look inside !*
—Exclamatory
I wish to raise the cover and look inside—Assertive
8. *A horse ! a horse ! my kingdom for a horse !*
—Exclamatory
A horse I must have, even at the price of my kingdom.
—Assertive
9. *Too late ! too late ! you cannot come in now.—Exclamatory*
It is now too late for you to come in.—Assertive
10. *If I could only gain the first prize !—Exclamatory*
I wish to gain the first prize.—Assertive
11. *Well done !—Exclamatory*

| | | |
|----------------------------|---|------------|
| <i>That was well done.</i> | } | —Assertive |
| <i>You have done well.</i> | | |
12. *A fireman, and afraid of sparks !—Exclamatory*
It is strange that a fireman should be afraid of sparks.
—Assertive

13. *I wish I had known that long ago.*—Assertive
Would that I had known that long ago !—Exclamatory
14. *I wish I had never left my home.*—Assertive
Would that I had never left my home !—Exclamatory
15. We had a *very merry* time of it last night.—Assertive
What a merry time we had of it last night !—Exclamatory
16. A little knowledge is a *dangerous* thing.—Assertive
How dangerous a thing is a little knowledge !—Exclamatory
17. I should like to see my native land again.—Assertive
If only I could see my native land again !—Exclamatory
18. To think of our meeting in this lonely place !—Exclamatory
It is strange that we should meet in this lonely place.
 —Assertive
19. He was the *tallest* man in the town.—Positive
 There was *no man* in the town *who was taller than* he was.
 —Negative
20. *All must admit* that he was a great writer.—Positive
No one can deny that he was a great writer.—Negative
21. He *did not take long* to read this book.—Negative
 He read the book *very quickly*.—Positive
22. *Should not everybody* be taught his native language ?
 —Interrogative
Everybody should be taught his native language.—Assertive
23. This story is *very beautifully* told.—Assertive
How beautifully this story is told !—Exclamatory
24. Read this book to write English correctly.—Simple
 Read this book *and* you will write English correctly.
 —Compound
If you read this book you write English correctly.
 —Complex

EXERCISE

Transform the following sentences as directed—

- I wish I had never left the place.* (Turn into exclamatory)
- As soon as he saw the tiger, he fled.* (Turn into negative)
- America is one of the richest countries.* (Turn into positive)
- He was too sad to speak a word.* (Remove 'too')
- How low has he fallen !* (Turn into assertive)
- The police is searching for the thief.* (Turn into passive)
- This fact is too evident to require proof.* (Remove 'too')
- He leads a miserable life.* (Turn into exclamatory)

9. Can I ever forget him ? (Turn into passive)
 10. Who would not love his country ? (Turn into assertive)
 11. No one saw a brighter day than this. (Turn into interrogative)
 12. This is the most beautiful pearl I have ever seen . (Turn into positive)
 13. We shall be blamed by our countrymen. (Turn into active voice)
 14. I found him laughing at me. (Turn into passive voice)
 15. I made him sing a song (Turn into passive voice)
 16. I wrote him a letter. (Turn into passive voice)
-

CHAPTER XVIII

IDIOMS AND PHRASES

1. COMMON MISCELLANEOUS PHRASES

(A)

I do not know even the *A B C* (साधारण ज्ञान) of science.

Old men cannot enjoy *animal spirits* (स्वस्थ युवावस्था की प्रवृत्तता).

Kashmir is an *apple of discord* (कलह की वस्तु) between India and
Pakistan.

My son is the *apple of my eye* (प्यारा, दुलारा).

The *Argus-eyed* (ईर्ष्यापूर्ण, पैनी दृष्टि वाला) lover watched his rival.

Many politicians have always their own *axe to grind* (स्वार्थपानना
सिद्ध करना).

(B)

If every woman turns a *blue stocking*, every home will become
a club (a woman affecting literary tastes).

He won through *back-stairs influence* (अनुचित रूप से).

There is *bad blood* (सत्रता) between Russia and America.

Even our reading-room is often turned into a *bear garden* (हस्तः
और कगड़े का स्थान).

Life is not a *bed of roses* (आनन्दमय वस्तु).

Nehru was a *big gun* (महत्त्वपूर्ण व्यक्ति) in the world politics.

I took a *bird's-eye view* (सरसरी नजर) of the whole place.

Birds of a feather (एक तरह के लोग) flock together.

There is *black sheep* (नीच व्यक्ति) in every society.

The Nobel Prize is a *blue ribbon* (सर्वोच्च सम्मान) for a scholar.

Don't be proud of *blue blood* (उच्च कुल).

This piece of land is a *bone of contention* (द्वेष एवं झगड़े की वस्तु)
between the two families.

Jagdish is my *bosom friend* (सच्चा एवं विश्वासी मित्र).

My *brown study* (अर्द्ध-आयत अवस्था का स्वप्न) was rudely shaken.

(C)

Capital punishment (मृत्यु-दण्ड) is rare now.

Patel was a man of *cast iron will* (सद-जो मुड़ न सके).

The issue was decided by a *casting vote* (निर्णायक मत).

Do not always build *castles in the air* (हवाई किला).

A soldier must not be *chicken-hearted* (कायर).

A *close fisted* (दृढ़) man is not happy.

There was a *close vote* (वक्ल और विपक्ष में लगभग बराबर वोट) in my constituency.

There was a *cold blooded* (प्रचाराण एवं निर्दयतापूर्ण) murder of the child.

There is a *cold war* (अग्नेयपूर्ण सम्बन्ध) between Russia and America.

That Shri Subhas Chandra Bose is yet alive is a *cock and bull story* (मूर्खतापूर्ण, अविश्वसनीय बात).

She shed *crocodile tears* (दिखावटो अंसू) over the death of her step-son.

His case could not stand *cross-examination* (खिरद) in the court.

All protests against casteism are a *cry in the wilderness* (असम्बन्धित रोदन, व्यर्थ बन्तु).

A *curtain lecture* (शयनागार में पत्नी की डाँट-डपट) is the worst thing for a husband.

(D)

Damocles' sword (अनिरिचत भावो छतरा) hangs over many a politician's head.

I am tired of my neighbour's *dog-in-the-manger policy* (जिस सिद्धांत से न अपना लाभ हो और न दूसरे का).

A graduate is a *drag in the market* (जिस वस्तु की माँग न हो) in our country.

Wine gives you *Dutch courage* (नशे का जोर) which goes down soon.

(F)

A candidate gets credit for a *fair hand* (आजानो से पकड़ी जा सकने वाली साफ़ झिंझावट).

The *fair sex* (नारी) is tender by nature.

A *fair-weather friend* (सुख का साथी) leaves us in trouble.

One has to pay a *fancy price* (मनमाना दाम) in the black market.

My woollen suit has *fast colour* (एकदा रंग).

No religion encourages *fast living* (धोग-बिलास का जोशन).

In the company of old men I feel like a *fish out of water* (बदन या अवचिकर अवस्था में होना).

Flesh and blood (मानव-स्वभाव, मनुष्य-जाति) can bear it no longer.

If you hope to pass, you are in a *fool's paradise* (भ्रमो आला में).

One likes to enjoy *forty winks* (दिन में थोड़ी नींद) in summer.

He is a *free lance* (स्वतन्त्र) politician.

The student was fined for taking *French leave* (बिना आज्ञा या सूचना की अनुपस्थिति).

At the time of my brother's appointment I found in Ram a *friend at court* (सहायता करने वाला).

(G)

Holi is a *gala day* (आनन्द-वस्त्रव का दिन) for the Hindus.

Mere *gift of the gab* (चतुराईपूर्वक धारा-प्रवाह बोलने की शक्ति) is not enough for real success.

You can be happy only when you follow the *golden mean* (मध्यमार्थी मार्ग).

Both hard labour and capital are needed to keep it a *going concern* (चालू कारबार).

He proved a *good Samaritan* (दवानु व्यक्ति) to me in my need.

All the actors dressed themselves in the *green room* (जिस कमरे में गार्ड के शत्रु वैचारी करते हैं).

(H)

In the accident he had a *hair-breadth escape* (बाल-बाल बचना).

A *hen-pecked husband* (पत्नी की किड़की मुलने और सहने वाला) cannot help his brother.

(I)

The riot was suppressed with an *iron hand* (कड़ार से).

Hitler was man of *iron will* (वृद्ध निरचय).

(J)

If you are a *jack of all trades* (जो आदमी किसी भी काम में निपुण न हो सको) you are master of none.

You should not employ a *jail bird* (नामी अपराधी को बराबर जेल ही में रहे) to guard your house.

Don't look at this problem with *jaundiced eye* (देष के साथ, यज्ञपाद की दृष्टि से).

(L)

The commander's *laconic speech* (बलंकार-रहित छोटा वाक्य) was effective.

His foolish argument made him the *laughing stock* (मजाक की चीज) of all.

Every teacher must have a bit of *learned leisure* (विद्येपार्जन का अवकाश).

Even to-day capital gets *lion's share* (अनुचित रूप से बहुत बड़ा हिस्सा) in production.

The police couldn't detect the *light-fingered person* (चोरी-चोरी में चुराकर चालाक आदमी) who took away my pen.

A student must be a *light sleeper* (स्वप्न-विह्वल बाला).

The *long and short* (सारांश) of what I mean to say is that you must be honest.

The silken *long clothes* are lovely (बच्चे की पोशाक).

(M)

Mrs. Smith's *maiden name* was Miss Jones (विवाह के पहले का नाम).

The M.P.'s *maiden speech* (जीवन में प्रथम सार्वजनिक भाषण) was so impressive.

Dr. Jha was a *man of letters* (विद्वान्, साहित्यिक).

Pandit Nehru was a *man of parts* (असाधारण गुण बाला मनुष्य).

One must be a *man of spirit* (साहसी मनुष्य).

What help can you expect from a *man of straw* (बहिष्कृत मनुष्य)?

Modern English poetry is not meant for *the man in the street* (साधारण आदमी).

His discovery of a gold-mountain proved to be a *mare's nest* (जो विचार या आविष्कार पीछे गलत साबित हो).

This Bill is still a *moot point* (बहस की बात; बिना निर्णय किया हुआ विषय).

Birbal is well known for his *mother wit* (स्वाभाविक चतुराई).

(N)

Hitler's conquest was a *nine days' wonder* (जो घटना कुछ समय तक केवल और बड़े-बड़े पेशा करके समाप्त हो जाय).

(O)

An *ally tongue* (मीठी, गुलाबदी ब्याज) is a master-key to worldly success.

A reader must have an *open mind* (गुला बर्तन) about a poem before he has read it.

Zamindari abolition is no longer an *open question* (बर्तन, बिना बंद किए हुआ विषय).

It is an *open secret* (जो गुप्त बात सबको मालूम हो) that casteism is a key to promotion in Bihar.

The situation is *out of hand* (बन के बहरे).

(P)

Shakespeare wrote his plays during the *palmy days* (सुल-समृद्धि का समय) of Elizabeth's reign.

Several inventions have proved themselves to be a *Pandora's box* (शरदान के रूप में अभिशाप) for mankind.

This work seems to be a *Penelope's web* (जिस काम का अन्त न हो).

Every nurse gets *pin money* (बख्शादि के लिए भत्ता).

The refugees did not find it all *plain sailing* (आसानी से बढ़ना) when they settled down in new places.

I gave a *point blank* (स्पष्ट रूप से) refusal.

You should take up the issue only after you have weighed the *pros and cons* (पक्ष और विपक्ष में तर्क) connected with it.

(Q)

He is a *queer fish* (कड़की आदमी, सनकी) and so cannot pull on with anybody.

Our mud-built Assembly Hall was surely a *quixotic project* (शून्यदर्शन, इश्यास्पद योजना).

(R)

One must lay by something against a *rainy day* (दुर्दिन).

Raw spirits (नशीली शराब) made him almost mad.

There is no *ready money* (नकद रुपया) with me now.

The 15th of August is a *red-letter day* (दुर्घ खौभाण्ड का, अशुभ महत्त्वपूर्ण दिवस) in India.

Inefficient officers practise *red-tapism* (दफ्तर का तौर-तरीका, आकित का सिफ-ब्यवहार).

During the last world war Russia and England were tied together with a *rope of sand* (आसानी से टूटने वाला बन्धन).

Every work can't be done by the *rule of thumb* (शिथिलहीन व्यावहारिक कटुपत्र).

I cannot rely upon him, for he is a *broken reed* (कमजोर और असहयोगी आदमी).

(S)

The black-marketeer got off *scot free* (बिना सजा के, जुर्माना के वा हर दिने बिना दण्ड).

When one has to choose between friend and country, one is between *Scylla and Charybdis* (दुष्पव-संकर).

There is a *screw loose* (मानसिक दोष) in him.

Religion is the *sheet-anchor* (पकान सहारा) of life.

There is no short cut (मीचा बौर छोटा रस्ता) to real progress.

When the ship sank people escaped with the skin of their teeth (जब बहा वा हा सब कुछ रीग बर).

The business is going down because of my sleeping partner (विश्राम करके).

This work cannot be done quickly by a slow coach (सुन्द बौर बेगुन बदर) like my servant.

Even a small fry (सुन्द लोग) like me can do some service to the country.

You tried hard for wealth and fame but in vain. Now you call them rubbish. These are sour grapes indeed (खट्टे अंगूर कौन लाग).

A snake in the grass (दिया हुआ हनु) is more dangerous than an open enemy.

You must use soft powder (सुहावर) to win his favours.

Power and prestige are sour grapes (खट्टा अंगूर) to disappointed leaders.

Mango is a sweet fruit (खट्टे बीज वाला).

My friend's house is not more than a stone's throw (लमीर) from mine.

Let us help these street Arabs (अनाथ बच्चे).

The 'Death Of The Moth' is the swan song (मृत्यु के ठीक पहले की रचना वा कथन) of Virginia Woolf.

(T)

One must work, for mere tall talk (वाक्यबारी लम्बी-चौड़ी बात) won't do.

Most of the villagers do not know even the three R's (सढ़ा-लिखना).

(U)

There is no room for the upper ten (उच्च वर्ग के रसत) in a socialist pattern of society.

The hard work (सुख-दुःख, परिवर्तन) of life make you wiser.

The idea of World Brotherhood is a utopian scheme (काल्पनिक भाईचारा की योजना जो पूरी न हो सके).

(W)

When the ship sank, many men met a watery grave (मन-मर्णाथ होने की दुःख बीमारी).

The old man's presence threw a wet blanket (मोह एवं सुनो को बराने वाला) on his children's mirth.

Nothing is a white elephant for a teacher (किस समर्थ है सब वही).

The unscientific Gogra Project is a *wild-goose chase* (मूर्ख और साध रहित सांख्यिक कार्य).

II. IDIOMS WITH VERBS

[A] IDIOMS WITH VERB 'To Be'

He has *been after* (खोज में रहना) an employment but in vain.

I should *be up to* (समान होना) the tricks of my enemy.

A farmer must *be up and doing* (क्रियाशील होना) in rainy season.

Indian farmers *are not well off* (धनी, सुखहाल).

Nehru *was born with a silver spoon in his mouth* (धनी परिवार में जन्म लेना या होना).

If you *are born under a lucky star*, you rise by leaps and bounds (दृढ़ विश्वास में जन्म लेना).

I *am sick of* (तंग आ जाना) his misconduct.

To a hungry beggar every slice of bread *is worth its weight in gold* (खुद कीमतो होना).

All his hard labour *was of no avail* (बेकार होना).

I *am ill at ease* (बसहान्त होना) with drunkards.

The thief *was caught red-handed* (मैंथ पर पकड़ा जाना).

I *was all ears to* (ध्यान से सुनना) his speech.

She *is a capital hand* (नियुक्त होना) at cooking.

Stalin *was a host in himself* (महान् शक्तिशाली होना).

His wild talks show that he *is off his head* (मानसिक संतुलन गड़ होना).

I have a servant *at my beck and call* (इशारे पर नाचना).

Communists and capitalists *are at daggers-drawn* (गहरी शत्रुता होना).

Ramanujan was quite *at home in* (नियुक्त होना) mathematics.

Thieves *are at large* (निरंकुश, स्वतंत्र होना) at night.

I *am at a loss* (धनदा जाना) to decide what to do.

I *am not at one* (एक राय का होना) with you.

The boy *is quite at sea* (सम्भ्रान्त होना) in general knowledge.

Books *are lying at sixes and sevens* (तितर-बितर होना).

When he failed, he *was at his wit's end* (क्रिकर्तव्यविमूढ़ होना).

Who *is in the chair* (सभापति होना) at this meeting ?

When monsoon fails, farmers look as though they *were in the doldrums* (व्यापनीय एवं उत्साहहीन होना).

The boy *was in a fix* (संकट और परदाहट में पड़ जाना) when his pen broke in the examination hall.

His action *is in keeping with* (समान होना) his speech.

A good boy *is in the good books* (रूपाभाजन होना) of his teacher.

If you *are in your teens* (तिरह से उन्नीस वर्ष के बीच की अवस्था का होना) you can't get a responsible job.

Vinobaji *is in the van* (आगे रहना) of thinkers.

In the event of a world war America will *find* that she *is in the wrong box* (प्रतिकूल या बुरी दशा में पड़ना).

The Indian army *is on the alert* (सजग होना).

Capitalism *is on the wane* (घोरे-धीरे घटना) now.

He *is out of temper* (क्रुद्ध होना) even at trifles.

Colonialism *is on its last legs* (अन्तिम घड़ी में होना).

He was absent, because he *was out of sorts* (बोझा बलत्स होना) today.

To fight in a church *is out of place* (असंगत होना).

She has been *out of her mind* (पलल होना) since her husband died.

I do not care if you go against me, because your opposition *is neither here nor there* (महत्त्वहीन होना).

An upstart *is full of himself* (घमण्डी होना).

[B] IDIOMS WITH OTHER VERBS

(A)

My lawyer *acts for* (बदले में काम करना) me.

I *act from* (भाव-प्रेरित हो कर काम करना) a sense of duty.

Heat *acts on* (असर पहुँचाना) metals.

You should *act up to* (अनुसार काम करना) my advice.

(B)

He helped me in the beginning but *backed out* (विलसक जाना, पीछे हट जाना) at last.

You must *back up* (मदद करना) your friend.

My evidence will *bear out* (समर्थन करना) the charge.

Come to the point instead of *beating about the bush* (रबर-उपर को फिजूल बात करना).

Blow out (फूँक कर बुझाना) the candle.

The farmer *is breaking ground* (जोतना, काम शुरू करना).

When all were silent, I *broke the ice* (मौन भंग करना).

I *broke the news* (आकस्मिक या दुःखद समाचार कहना) to my friend about his father's death.

I saw the thief but he *broke away* (भाग जाना).

He *breaks in* (देखना देना) his horse every morning.

A thief *broke into* (अचानक बरबोरो घुसना) my house.

The lover's engagement *is broken off* (संभ्रम होना).

- Pox has *broken out* (बचानक फैलना) in the town.
 The college *broke up* (समाप्त वा बन्द होना) for holidays.
 Gandhiji *brought about* (किसी चीज के होने का कारण बनना) a great change in our country.
 High prices have been *brought down* (जोड़े से आना वा नीचा दिखाना).
 Trees *bring forth* (जन्म देना) new leaves in spring.
 This inquiry *brought out* (प्रकाश में लाना) hidden things.
 I was *brought up* (लालन-पालन होना वा किया जाना) by my mother.
 Don't *brood over* the past (चिन्तामग्न होना).

(C)

- My friend *called at* (किसी के घर पर भेंट करना) my house.
Call in (बुला भेजना) a doctor at once.
 The cry *called off* (ध्यान खींचना) my attention.
 I *called on* (भेंट करना) my friend this morning.
 A drowning man *calls out* (पिचलाना) for help.
 I cannot *call up* (याद करना) that old incident.
 The teacher *called over* (नाम पुकारना) the roll numbers.
 It is useless to *carry on* (आगे बढ़ाना) this business.
 He *carried out* (आदेशानुसार काम करना) my wishes.
 I *carried my point* (रहस में हारना) in the debate.
 Our college team *carried the day* (जोतना) in the match.
 The S. P. *carried matters with a high hand* (कठोरता से पेश आना).
 My book *cast all the others into the shade* (कोका कर देना).
 Don't *cast a slur upon* (कलंक लगाना) your great family.
 When I *caught his eye* (ध्यान खींचना), I called him.
 A drowning man will *catch at a straw* (संकट में तिनके का सहारा लेना).
 America has *caught a Tartar* (बड़े शत्रु से पल्ला पड़ना) in Russia.
 The secret has now *come to light* (मालूम होना).
 How did the accident *come to pass* (होना) ?
 His result *came (fell) short of* (आशा से कम होना) my expectation.
 At the M. A. Examination my brother *came off with flying colours* (सफलता पाना).
 I *count upon* (बिश्वासपूर्वक निर्भर होना) my friend's vote.
 A merchant *cries up* (बढ़ाते करता) his own goods but *cries down* (छोटा समझना) those of others.
Cut short (छोटा करना) your speech.
 His misbehaviour *cut me to the quick* (मारिह छोट पहुँचाना).
 India alone can *cut the Gordian knot of* (पिचोली समझा को बसाधारण रूप से हलकाना) world peace.

(D)

This merchant *deals in* (बिक्री करती) rice.

You should *deal well by* (सर्वोत्तम करना) your servant.

Please *deal out* (बाँटना) the cards.

I have *nothing to do* (कोई काम नहीं रहना) with politics.

I must finish this work by 10 p. m. *by hook or by crook* (दंड भी तरह से करना—कम या सहो ईश है).

Do the story *into verse* (अनुवाद करके कव्य बदलना).

I am *done up* (बहना) under the pressure of work.

What does your argument *drive at* (तर्क करना) ?

The enemy was *driven out* (बना दिया जाना, त्रिकान दिया जाना).

The speaker *dwelt on* (बिनाअपूर्वक बोलना या मोचना) the subject well.

(E)

Lady Macbeth *egged Macbeth on* (उत्तमाना) to murder.

(F)

Why do you *fight shy* of your teacher ? (नजर बचाना)

Is it proper to *fall foul of* (विरोध होना) one's master ?

Boys were asked to *fall in* (एक कतार में खड़ा होना).

Sometimes even fast friends *fall out* (कलह करना).

Old laws are *falling into abeyance* (अव्यवहार में न रहना).

He *fell a prey* (शिकार होना—victim) to cholera.

My resolution *fell to the ground* (खण्ड होना) for want of support.

You must have something to *fall back upon* (सहारा लेना) in old age.

All my appeals *fell flat* (बसर न होना) on the mob.

I *got ahead* (आगे बढ़ जाना) of others in the race.

His performance *fell short of* my expectation (कम होना).

(G)

It is through inquiry that we *get at* (पहुँचना) the truth.

I have *got back* (वापस पाना) the book from him.

While passengers were *getting down* (उतरना) and *getting in* (बढ़ना) the train, I lost my bag.

I *got over* (विजय पाना) the difficulty at last.

The boy was asked to *get out* (बाहर निकलना).

My son *got through* (पास करना) the examination.

Don't *get drunk* (शराब पी कर बेहोश हो जाना) on duty.

One must *get rid of* (दूरी चीज से छुटकारा पाना) bad habits.

He *got into hot water* (संकट में पड़ना) for committing a theft.

If you quarrel with your boss, you will *get into a scrape* (परी स्थिति में पड़ना) and then it is not easy to *get out of the scrape* (परी या बुरी स्थिति से निकलना).

We *got wind of* (समाचार सुनना) the proposed taxation beforehand.

Seeta was *given away* (पूर्व रूप से दे दिया जाना) to Ram in marriage.

In the end the enemy *gave in* (सुचना).

A flower *gives out* (बाहर निकालना) its perfume.

He *gave over* (समस्त करना) charge to the new officer.

One must *give up* (पूर्व रूप से छोड़ना) bad habits.

A student should *give himself to* (अपने को लगाना) studies

When the boy came late again, I *gave him a bit of my mind* (दोष निकालना, डाँटना).

Don't *give the cold shoulder* (उदासीन भाव से बर्ताव करना) to your friend.

The house *gave way* (गिर जाना) during rains.

We should *give* bad company a *wide berth* (दूर रहना).

Please *give ear* (ध्यान देना) to my prayer.

Don't *give currency* (हाल करना) to baseless rumours.

A poet *gives vent to* (स्यक्त करना) his own feelings.

My dog *went after* (पीछा करना) the thief.

I have *given the go-by* (दोड़ना) to silly customs.

If I *go on* (जारी रखना) with my work, I will do it.

America and Russia cannot *go hand in hand* (मिल से एक साथ रहना).

Russia's recent attitude will *go a long way* (बहुत हद तक जाना) in easing the world situation.

Let us *go to law* (कानून की मदद लेना) to decide the case.

Law can't *go out of its way* (नियमित मार्ग से हटना) to help us.

We cannot say that those who try to reach the moon *go on a fool's errand* (मूर्खतापूर्ण काम में लगना).

I am prepared to *go through fire and water* (सभी संकटों एवं बाधाओं का सामना करना) to help my friend.

(H)

I can't take up your work, because I *have my hands full* (बहुत कामों में लगा रहना).

If a businessman *has clean hands* (सिंहासदार रहना) he will prosper.

I have a *hand (voice) in* (काम में हाथ होना) the construction of the college-building.

I *have English Grammar at my finger's ends* (पूर्व रूप से परिचित होना).

This rule *holds good* even to-day (जारी रहना).

One *has a short memory* (स्मरणशक्ति निर्बल होना) in old age.

The boy *had not the face (cheek)* (दुस्साहस होना) to argue with the Principal.

Some of the printing presses *have too many irons in the fire* (एते अधिक काम में लग जाना कि कुछ काम सराब हो जाय या अचूरा रह जाय).

The talkative boy was asked to *hold his tongue* (चुप रहना).

A great man is humble; he does not *hold his head high* (बग़्ग से सिर ऊँचा करना).

I *hold it true* (सत्य मानना) that duty is rewarded. Hold true = to continue to be true.

The advancing army was *held back* (रोके हटा दिया जाना).

The spirited horse was *held in* (रोक कर रखा जाना).

The judgment in this case is *held over* (स्वयित रखा जाना).

Keep in with (मेल में रहना) your neighbour.

Keep off (अलग रहना) bad company.

Military plans *are kept dark* (छिपा कर रखा जाना),

Flatterers should be *kept at arm's length* (दूर रखा जाना).

You must live economically to *keep your head above water* (बुँद वा कट से अलग रहना).

If you *keep good hours* (सबेरे घर लौटना वा सोना) it will keep you fit, but if you *keep bad hours or late hours* (दर से घर लौटना वा सोना) you will fall ill.

Many labourers do not get as much as would *keep their body and soul together* (जिन्दा रहना).

Our farmers work hard to *keep the wolf from the door* (परीसी वा भुखमरी से बचना).

(L)

He *looked blank* when he was informed of his failure (बकल होना, धरहाना).

I *laughed in my sleeve* (पन-ही-पन हँसना) at his funny dress.

Even lovely places are *laid waste* (बरबाद होना, वा बरबाद किया जाना) in war.

The dog was *let loose* (मुला छोड़ देना).

The enemy's plan was *laid bare* (भेद खोल दिया जाना).

A tiger *lies in wait* (छिप कर रहना) for its prey.

A hunter *lays (sets) a trap* (जाल बिछाना) for wild beasts.

One must *lay up for a rainy day* (भंडार के लिए प्रबन्ध करना).

The drunken husband returned late at night and said, "Let *in*" (धीनर जाने देना).

The thief was caught but *let off* (क्षेप दिया जाना).

The son *lived up to the expectation* (आशातुम्हार) of his father.

Animals *live on* (खा कर जीना) grass.

A mother *looks after* (देख-भाल करना) her children.

One should not *look down upon* (घृणा से देखना) the poor.

You must *look sharp* about it (जल्दो करना).

(M)

I fail to *make out* (समझना) what you say.

The enemy was asked to *make up* (पूरा करना) the loss.

The rival parties *made peace* (समझौता करना) at last.

Please *make room* (जगह देना) for me in the bus.

I excused the student when he *made a clean breast of* (घाट-साफ करना) the whole matter.

A teacher works hard to *make both ends meet* (जीवन को आवश्यकताओं को पूरा करना).

Though young, Netaji *made his mark* (बड़ा काम या नाम करना) in politics.

Modern essayists *make a mountain out of a mole-hill* (सुन्दर वस्तु को बढ़ा देने, तिल का ताड़ बनाना).

("To make much ado about nothing" also has a similar meaning.)

He writes in such a confused way that I can *make neither head nor tail* (कुछ भी समझ में न आना) of it.

Don't *make little* (light) of (सुन्दर समझना) others.

Don't *make much of* (बड़ा समझना) yourself.

You caused me a heavy loss, and you should, therefore, *make it good* (क्षति पूरा करना).

Let us *make the best* (most) of (अधिक से अधिक लाभ उठाना) what we have.

Life is very sad but one must *make the best of a bad bargain* (दुरी चीज से भी लाभ उठाना).

The time for work has come and so we should *make hay while the sun shines* (अवसर से लाभ उठाना).

When my friend called at my house, I requested him *to make himself at home* (घर में होने को तरह रहना).

(N)

The ring-leader was caught and so the plot was *nipped in the bud* (शास्त्र में ही नष्ट कर दिया जाना).

(P)

He abused me and I *paid him back in the same* (his own) coin (जैसे ही तैसा मिलना, ठोक वैसा ही व्यवहार करना जैसा पाना).

There are men who instead of doing useful works *pick holes in others (other's coat)* (दोष देना).

When there was an exchange of hot words and blows, my advice *poured oil on the troubled waters* (क्रोध और अशांति को शांत करना).

Even college students very often *play truant* (काम पर या बन्दन में जाने के बदले इधर-उधर घरकना).

Congressmen *played second fiddle* (अधीन रहकर काम में गौण का अवधान मान लेना) to Nehru.

A real friend never *plays one false* (धोता देना).

The Britishers *played a double game* (दोहरी चाल चलना, धोखा देना) in our country and created a rift between the Hindus and the Muslims.

Do not *put off* (स्वगित करना) till tomorrow what you can do to-day.

I *put off* (निहालना) my coat after college hours.

We *put on* (पहनना) woollen clothes in winter.

Put out (बुझाना) the lamp.

Most of us *put up* (रहना) in bad houses and have to *put up with* (सहन करना) the worst nuisance.

The enemy was *put to the sword* (कत्ल कर दिया जाना),

Your friend is *put to (on) trial* (परीक्षित होना) in your need.

I should not *put in my oar* (दखल देना) in your affairs.

He must *put the screw on* (रोकना) his extravagant son.

It is *putting the cart before the horse* (दुल्हा काम करना) if you qualify yourself after appointment.

Let India *put her shoulder to the wheel* (दुलरे से नहीं माँगकर स्वयं परिश्रम करना) to implement her Plans.

Please *put down* (लिखना) what you have to say.

He has *put a spoke in my wheel* (बाधा डालना).

At the very start of his career he *put his foot in it* (घाती गलती करना).

(R)

Do not *run after* (पोंछा करना) money.

The deer was *run down*. My health has *run down* (बका कर गिराना या बककर गिरना).

An extravagant person often *runs into debt* (कूँ या खलरे में पड़ना).

My money has *run short* (खत्म हो जाना).

(S)

All the prisoners were *set free* (मुक्त करना, छोड़ देना).

Set about (शुरू करना) your work without delay.

My objections were *set aside* (युकराया जाना).

Rainy season has *set in* (शुरू होना).

I want to *set off* (प्रस्थान करना) for home to-day.

The one was *set on* (उकसाया जाना) the other to fight.

I can work hard but lack the capacity to *set the Thames on fire* (असाधारण कार्य करना).

You should *set your face against* (धृता से रोकना) temptations.

Let us try to *set our own house in order* (घर सँभालना).

There was a rift when leaders *set people by the ears* (धृता का भाव पैदा करना, उकसाकर कायदा करना).

Some critics *split hairs* (बाल को छाल छींचना).

This house *stands in need of* (अस्तित्व होना) repair.

During the last flood my boat *stood me in good stead* (संकट में या समय पर काम जाना).

The German soldiers could not *stand their ground* (बचने स्थान पर खड़े रहना) against the Russians.

If bad times come, you should *stand to your guns* and not shed idle tears (धड़े रहना).

The new teacher often *stops short* (बीच में रुक जाना) in the middle of his lecture.

You must *steer clear* of bad men (बल्लग रखना).

(T)

Children *take after* (सदृश होना) their parents.

I *took him for* (एक चीज को दूसरी चीज समझना) a thief.

Before deciding, I shall *take your views into account* (विचार करना).

I was *taken aback* (चकित होना) at the sight of a lion.

When the watch-dog barked, the thieves *took to their heels* (भाग जाना).

You should act and not merely *talk big* about yourself (हॉग बोलना).

A dwarf should not *take a leaf out of* a giant's book (नकल करना).

If you face a strong opposition, you should *take the bull by the horns* (आह्वानपूर्वक सामना करना).

I *took a leap in the dark* (बिना सोचे-सतरेनाक काम करना) in buying a new company's shares.

By procuring his dismissal for your own appointment you have *taken the bread out of his mouth* (मुँह की रोटी या जीवन-निर्वाह का साधन छींचना).

Don't *throw cold water upon* (उत्साह घंटा करना) my plan.

When he flattered me, I felt that he tried to *throw dust in my eyes* (बाँस में धूल फेंकना, धोखा देना).

Politicians very often *turn their coat* (एक पक्षों को छोड़कर दूसरी पक्षों में भिजना) for selfish ends.

Sometimes even sinners *turn over a new leaf* and become saints (पुरे काम या आचरण को अन्वृत्ति दिशा में पूर्ण रूप से बदलना, पूर्ण रूप से नवीन होना).

In the man-to-man fight between the Russians and the Germans, the latter *turned tail* (पीछे दिगमाना, कायरतापूर्वक भाग जाना) at last.

III. IDIOMS WITH PAIR OF WORDS

[A] NOUNS THAT GO IN PAIR

The English left India *bag and baggage* (सब सामान के साथ).

Hitler carried *fire and sword* (बिनाहक) wherever he went.

If you work *by fits and starts* (अनियमित रूप से), you cannot succeed.

Do not try to earn money *by hook or by crook* (किसी भी तरह से).

Let us work *heart and soul* (मन से). [Not with heart and soul]

Do not adopt a *hole and corner* (गुप्त और छुपी) policy to serve your interest.

I know his *ins and outs* (पूर्ण विवरण).

His secretary is, *to all intents and purposes* (सभी अर्थों में, बान्धव में) his master.

I love my *kith and kin* (सगे-सम्बन्धी).

India is progressing *by leaps and bounds* (तीव्र गति से).

A worker should not be eager for the *loaves and fishes* (आर्थिक लाभ) of office.

This bag is meant for *odds and ends*. In newspapers there is a column for *odds and ends* (इधर-उधर को बची हुई चीज, फुटकर पदार्थ).

Kashmir is a *part and parcel* (अभिलिख अंग) of India.

A dishonest man goes to *rack and ruin* (नाश).

A leader should respect the opinion of the *rank and file* (सर्व-साधारण).

He was dismissed without *rhyme or reason* (कारण).

Social inequality should be destroyed *root and branch* (बंद से, पूर्ण रूप से).

His speech was mere *stuff and nonsense* (बेकार).

Time and tide (समय, अवसर) cannot wait for anyone.

Let us oppose capitalism *tooth and nail* (पूरी चेष्टा से).

Ways and means (साधन, आध) to run the college should be found

a mill-owner provides for the *wear and tear* (ह्रास) of machinery.

[B] ADJECTIVES THAT GO IN PAIR

He is *all in all* (सबसेसब) in his family.

The patient is getting from *bad to worse* (बदतर).

India voiced her protest in *black and white* (लिखित).

The thief was beaten *black and blue* (बुरी तरह पीटा जाना).

If you are *fair and square* (न्यायी, निष्पक्ष) you will be respected.

One can't be *free and easy* (स्वाभाविक रूप से स्वच्छन्द) with strangers.

The *hard and fast* (कड़ा, बँधा हुआ) rules of grammar must be observed.

The Act was declared *null and void* (निकम्मा; बेकार).

Slow and steady (मन्द, नियमित गति) wins the race.

IV. ADVERBIAL PHRASES

You should love your friends and relations, but *above all* (सबसे अधिक) your country.

Gandhiji's plan was always *above board* (साफ, स्पष्ट).

Man, *after all* (आखिर), is man and not a beast.

If you try *again and again* (बार-बार) you will succeed.

Note—'Over and over again' and 'Time and again' have a similar meaning.

A library is *as it were* (मानो) a faithful friend.

He talks *as if* (मानो) he were my master.

He does not read *at all* (एकदम).

I do not know where or how he is or whether he is alive *at all* (बिल्कुल).

The train was late to-day, *as usual* (वहने जैसा).

Go *at once* (तुरत).

He is a poet and thinker *at once* (साथ-साथ).

It is bad; *at any rate* (किसी भी हालत में), not good.

At first—पहले। At last—अन्त में। At least—कम-से-कम।

I can give you *at most* (अधिक-से-अधिक) ten rupees.

Don't kick the ball *at random* (बौं हो, बिना लक्ष्य के).

At times (कभी-कभी) even a sinner feels ashamed of himself.

By and by (बोहे समय के बाद) my family joined me.

Caution—इससे 'सम्बन्धित काल के बाद', 'कम-कम' या 'धोरे-धोरे' का बोध नहीं होता।

शब्दकोश साहब ने अपनी पुस्तक ENGLISH IDIOMS के ११३वें पृष्ठ में लिखा है—“It

means soon, after a little while”. यही अर्थ—“Before long”, “Soon”

SHORTER OXFORD ENGLISH DICTIONARY में भी मिलता है।

शब्दकोश, नेपियर साहब (NESFIELD) का यह मत—“This signifies ‘after an

interval’, whether the interval is a long or a short one”,—टोक नहीं कर

V. PREPOSITIONAL PHRASES

As to (सम्बन्ध में) my qualification, I beg to submit that I am an M. A.

Note—*As regards, with regard to, with respect to, and in connection with* have a similar meaning. The phrases *at home in, at the top of, at enmity with, and at variance with* have been explained under 'Idioms With Verb To Be'.

Because of, on account of और *owing to*—कारण से ।

He is absent *because of* (on account of, owing to) illness.

Caution—*Due to* का भी अर्थ, इन तीनों के समान, 'कारण से' होता है, परन्तु प्रयोग इन दोनों से भिन्न है—अर्थ में नहीं, व्याकरण को दृष्टि से ।

बाप बालते हैं कि 'due' एक Adjective है और इसलिए इसके पहले कोई Noun या Noun के समान प्रयुक्त होने वाला शब्द जाना चाहिए जिसके साथ यह जुटा हुआ रहे—

The accident was *due to* carelessness.

This is *due to* that.

पहले वाक्य में Noun (accident) और दूसरे में Pronoun (this) *due* के पहले आती जिसके साथ यह लगा हुआ है । अतः यहाँ इसका प्रयोग ठीक है । अब इन वाक्यों से स्पष्ट—

He is absent *due to* illness.

He could not come *due to* illness.

Due to illness he is absent.

यहाँ *due* के पहले प्रथम वाक्य में Adjective (absent) आया है तथा द्वितीय में Verb (come) और तृतीय में कुछ नहीं, अर्थात् इन तीनों ही वाक्यों में यह Noun के साथ जुटा हुआ नहीं है । इसलिए यहाँ *due to* का प्रयोग मजबूत है । इसके बदले यहाँ *owing to* का प्रयोग शुद्ध होता । इसकी खर्चा करते हुए मद्रास आचार्य ने कहा है—

"*Due to is often used by the illiterate as though it had passed, like owing to, into a mere compound preposition. Due must, like ordinary participles and adjectives, be attached to a Noun and not to a verb extracted from a sentence. While owing to can be either adjectival or adverbial, due to can only be adjectival.*" —FOWLER

इस प्रकार, यह स्पष्ट है कि *due to* का प्रयोग कान्ही देना है । वास्तव में, दो-चार स्थानों में भी इसका शुद्ध प्रयोग नहीं कर सकते । इसलिए अच्छा हो कि बाप *due to* के पहले *owing to* का प्रयोग करें ।

He rose high in life *by dint of* labour.

By dint of और *By force of*—शक्ति (power) द्वारा ।

Some men get honour *by means of* (बस्तु द्वारा) money.

PRECIS-WRITING

PRECIS-WRITING

Precis आंग्रेजी भाषा का एक शब्द है। इसका अर्थ होता है 'संक्षिप्त और ठीक-ठीक वर्णन'। Precis के अन्वयार्थ से हम दिये हुए गद्यांश या पद्यांश को समझने और उसे संक्षेप में साफ-साफ लिखने की कला सीखते हैं। इसकी आवश्यकता आधुनिक युग में बहुत ही बढ़ गयी है, क्योंकि आज छात्रों को बहुत अधिक पढ़ने का समय नहीं मिलता। इसके अतिरिक्त, precis-writing के द्वारा विचारों को आसानी से शोध ही समझने और स्पष्ट रूप से सोचने का अन्वयार्थ होता है जिससे जीवन के प्रत्येक क्षेत्र में लाभ होता है।

Precis लिखने के लिए हमें तीन बातों पर ध्यान देना चाहिए—

I. MEANING; II. LANGUAGE; III. LENGTH.

I. MEANING

1. दिये हुए पद्यांश या गद्यांश का अर्थ (meaning या idea) समझना आवश्यक है। इसके लिए आप उसे सावधानी से पढ़ें। प्रत्येक शब्द का अर्थ जानना जरूरी नहीं। आप उस पूरे गद्यांश या पद्यांश को दो-तीन बार पढ़ जायें।

2. इसके बाद उसका एक उपयुक्त शीर्षक (title) चुनें। यह काम कठिन नहीं, क्योंकि प्रत्येक गद्यांश या पद्यांश में कोई न कोई विचार अवश्य रहता है। वह विचार किसी समस्या के विषय में हो सकता है या किसी देश या व्यक्ति के विषय में। उसमें किसी ध्येय का वर्णन हो सकता है या किसी वस्तु का। आप ध्यान से देखें कि इसका विषय (matter) क्या है।

3. इसके बाद आप प्रधान विचारों को चुन लें और अवधान को छोड़ दें। यदि title को ध्यान में रखकर प्रधान विचारों को चुनेंगे, तो काम बहुत ही आसान हो जायगा, क्योंकि उस title से सम्बन्धित विचार ही प्रधान होंगे और जो उससे सम्बन्धित नहीं होंगे वे अवधान समर्थक नदेंगे।

4. इस प्रकार प्रधान विचारों को चुनकर आप उन्हें क्रम (order) में रखें, अर्थात् उन्हें इस प्रकार रखें कि एक विचार दूसरे से सम्बन्धित हो। इसी को natural order या logical sequence कहते हैं। ऐसा करना इसलिए जरूरी है कि बात सुते ही समझ में आ जाय। कुछ लोग दिये हुए गद्यांश या पद्यांश के विचारों की एक सूचीमाल बना लेते हैं पर यह ध्यान नहीं देते कि पहले किसको रखें और उसके बाद किसको। यह आवश्यक नहीं है कि आप जो उसी प्रकार लिखें जैसा गद्यांश या पद्यांश में है। इसके विपरीत, यदि अपनी सुविधानुसार और अर्थ को स्पष्ट रूप से प्रकट करने की दृष्टि से, विचारों के क्रम को बदल दें, तो इसके लिए बातचीत प्रतिपादात्मी समझा जायगा।

5. कुछ लोग कुछ वाक्यों को छोड़ देते हैं और कुछ को चुनकर उन्हें यों ही रख देते हैं। यह precis नहीं, यह तो reproduction है। आप ऐसा नहीं करें।

II. LANGUAGE

दिये हुए पद्यांश या गद्यांश का अर्थ समझकर उसे अपनी भाषा में लिखें।

1. ध्यान रखें कि भाषा व्याकरण के नियमानुसार हो, टेलीग्राम (telegram) वादी नहीं। आप इस प्रकार लिखें जिससे मान्य हो कि विचार दूसरे का है, पर भाषा आपकी। यदि भाषा भावही नहीं है, तो हमका अर्थ होगा कि आपने दिये हुए गद्यांश को समझा नहीं और इसलिए उसी के कुछ वाक्यों को जोड़-तोड़ कर यों ही रख दिया है। हाँ, जो छोटे-छोटे गद्यांश प्रयोग के शब्द हैं उन्हें आप व्यवहार कर सकते हैं, पर उन्हें भी आप अपना बनाकर (अपने अपने वाक्यों में रखकर) प्रयोग करेंगे।

2. *Precis-writing* में आप सदा *Third Person Pronoun* (he, she, it, they) का प्रयोग करें, *First Person* (I) का नहीं। इसका कारण यह है कि 'I' के प्रयोग से मान्य होगा कि विचार आपके है, पर आपके विचार तो ये हैं नहीं। ये विचार तो किसी अन्य व्यक्ति के हैं। इसलिए *Third Person* का प्रयोग उचित है।

3. *Tense* के सम्बन्ध में कुछ लोगों के मन में काफ़ी भ्रम है। *Sri G. H. Sinha* ने अपनी पुस्तक में लिखा है कि *precis* में सदा *Past Tense* का प्रयोग होता है। यह विचार ठीक नहीं। मेरे जानते *precis-writing* में हमी *Tense* का व्यवहार होना चाहिए जो दिये हुए गद्यांश में रहता है। मान लीजिए कि किसी गद्यांश में लेखक आधुनिक सम्न्धा का वर्णन करता है, तो उसे *Past Tense* में कैसे लिखा जा सकता है? इसी प्रकार, कोई लेखक या कवि भविष्य की कल्पना करता है। उसे *Future Tense* में ही लिखना चाहिए, *Past Tense* में नहीं। यही विचार तर्कसंगत अंश है।

4. *Precis* सदा *Indirect Narration* में लिखा जाता है। इसलिए जो वाक्य *inverted commas* "...." के अन्दर रहें उन्हें आप *Indirect Narration* में लिखें। यदि *dialogue* या *conversation* (वार्त्तालाप) का *precis* करना हो, तो आप उसे *Indirect* में रखें। पूरे *dialogue* का सारांश समझकर उसे आप *Indirect Narration* में लिखें।

III. LENGTH

दिये हुए गद्यांश का *precis* कितना बड़ा या छोटा हो, इस सम्बन्ध में लोगों के बीच थोड़ा मतभेद है। *Sri R. P. Ghosh* ने "*Good English*" में लिखा है कि *precis* दिये हुए गद्यांश का 1/3 या 1/4 होना चाहिए, पर करीब-करीब सभी अच्छे लेखकों ने माना है कि यह 1/2 होना चाहिए। *युनिवर्सिटी* में भी यही परिपाटी मान्य है। इसलिए आप भी *precis* लगभग 1/2 में लिखें। यह काम बहुत कठिन नहीं। आप दिये हुए गद्यांश के सभी शब्दों को गिने लें और उसे तीन से भाग दें। इस प्रकार, आप उसे 1/3 अंश में लिखें। इसका यह अर्थ नहीं कि आप कुछ कम या अधिक शब्दों का प्रयोग कर ही नहीं सकते। हाँ, वह 1/2 से बहुत कम या बहुत अधिक न हो। कुछ लोग दिये हुए गद्यांश के 1/3 वाक्यों को चुनकर उन्हें यों ही रख देते हैं, पर आप यह न भूलें कि वह *precis* नहीं। वह तो कुछ और ही चीज है। दिये हुए अंश को 1/3 करने के लिए आप इन तरीकों की मदद लें—

1. METHOD OF OMISSION

Omission का अर्थ होता है 'छोड़ना'। इसके अनुसार दिये हुए अंश में हिस्से की अक्षरों (figures of speech) और उद्धरण (quotations) रहें, आप उन्हें छोड़ दें और

उनका अर्थ भाषा में लिख दें। इससे दो लाभ होंगे। शब्दों की संख्या कम हो जावगी और ऐसा मान्यम पड़ेगा कि भाषा भी आपकी अपनी है।

एक उदाहरण लें—

He is as brave as a lion.

यहाँ as a lion एक अलंकार है जिसे simile कहते हैं। Precis बनाने के लिए आप इस अंश को छोड़ दें—

He is brave.

Precis में अलंकारिक भाषा नहीं चाहिए।

2 METHOD OF SUBSTITUTION

'Substitution' का अर्थ होता है 'बदलना'। इनके अनुसार दिये हुए अंश में जो phrases, group of words या clauses रहें, उन्हें simple word (एक शब्द) में बदल दें; जैसे—

The books are lying at sixes and sevens.

I beat him black and blue.

आप जानते हैं कि at sixes and sevens और black and blue phrases हैं। इसलिए इनके लिए एक शब्द (single word) का प्रयोग वाक्यों में इस प्रकार हो सकता है—

The books are scattered. I beat him severely.

इसी प्रकार group of words (शब्द-समुदाय) को भी single word में बदला जा सकता है; जैसे—

To love one's own country is not enough. = Patriotism is not enough.

He will be remembered for all times to come. = He will be remembered for ever. = He will always be remembered.

जब clause के बदले भी single word का प्रयोग इस प्रकार कर सकते हैं—

Whether he will be successful or not is doubtful. = His success is doubtful.

That you are honest is well-known = Your honesty is well-known.

Note—Method of Substitution को समझने के लिए Single-Word Substitution की एक सूची आगे दी गयी है। उसे दो-चार बार पढ़ें।

3. AVOIDANCE OF REPETITION

Repetition का अर्थ होता है 'दुहराना'। Repetition किसी idea (विचार) का हो या word (शब्द) का, आप उसे बचाना छोड़ें, क्योंकि दुहराने से शब्दों की संख्या बढ़ेगी, घरेली गयी। आप देखेंगे कि लेखक अपने विचार को समझाने के लिए एक ही बात को कई तरह से कहता है। वह कभी-कभी उसकी व्याख्या (explanation) भी करता है। आप ऐसा न करें, क्योंकि Precis में explanation नहीं चाहिए। एक बात और। साधारण लेखक छोटी बातों को भी बहुत-से शब्दों की सहायता से ब्यक्त करता है। इसलिए स्वभावतः कुछ शब्दों का repetition हो जाता है; जैसे—

He is a very very old man of 100 years.

यहाँ very very old की आवश्यकता नहीं, क्योंकि जिसकी अवस्था १०० वर्ष की यह तो बहुत बूढ़ा है ही; फिर very very old लिखने की आवश्यकता ही क्या है? ऊँ और उदाहरण से—

The resolution was *unanimously* supported by all. We reached the *final* conclusion.

यहाँ पहले वाक्य में *unanimously* (सर्वसम्मति से) और *by all* का प्रयोग हुआ है पर दोनों का एक ही अर्थ है। अतः इस वाक्य में *by all* की आवश्यकता नहीं। इसी प्रकार दूसरे वाक्य में *final* की कोई जरूरत नहीं, क्योंकि *conclusion* तो सदा *final* ही होता है। *Conclusion* में *final* का अर्थ निहित है। इसलिए प्राय ऐसे शब्दों को बिजुजुज ही छोड़ दें। आप देखेंगे कि वाक्य में बहुत-से Adjectives और Adverbs का कोई प्रयोग नहीं रहता। ऐसी अवस्था में आप उनका प्रयोग न करें।

4. USE OF VOICE

Precis में Passive Voice का प्रयोग जहाँ तक हो, कम करें। अगर उसे बिजुजुज ही छोड़ सकें तो और अच्छा हो, क्योंकि Passive Voice के प्रयोग से शब्दों की संख्या बढ़ती है और Active Voice से संख्या घटती है; जैसे—

Ravan was killed by Ram.—Passive

Ram killed Ravan.—Active

Good boys are loved by teachers.—Passive

Teachers love good boys.—Active

आप देखेंगे कि Passive Voice में Verb 'To be' और *by* का प्रयोग हो जाता है जिसकी जरूरत Active Voice में नहीं पड़ती। इसलिए Active Voice का ही प्रयोग अच्छा है।

5. USE OF ARTICLE

आप जानते हैं कि जब Common Noun Singular Number में रहना है, तो उसके पहले *a* या *an* का प्रयोग करना पड़ता है और इससे शब्दों की संख्या बढ़ जाती है। यदि बिना अर्थ बदले ही उसे plural कर दिया जाए तो *a* या *an* की आवश्यकता नहीं पड़ेगी; जैसे—

(i) A good boy is loved by teachers.

(ii) Good boys are loved by teachers.

दूसरे वाक्य में *a* की जरूरत नहीं पड़ेगी, क्योंकि *boy* को *boys* कर दिया गया और इससे एक शब्द (*a*) कम हो गया। इस प्रकार थोड़ी भी सावधानी से काफी लाभ होता है।

6. USE OF CONJUNCTIONS

Conjunction के प्रयोग से भी शब्दों की संख्या बढ़ या घट सकती है; जैसे—*as well as* और *and* के अर्थ में कोई अन्तर नहीं, पर *as well as* में तीन शब्द हैं और *and* में केवल एक। तो, यह स्पष्ट है कि Precis में *as well as* के बन्ने हुए *and* का ही प्रयोग करें; जैसे—

He *as well as* I is guilty. = He *and* I are guilty.

इस प्रकार *both...and* के बन्ने केवल *and* से ही काम चल सकता है; जैसे—

He *and* Shyam are guilty. = Ram *and* Shyam are guilty.

अब आप no sooner.....than और as soon as को लें। No sooner
 ...than के प्रयोग से वाक्य में एक शब्द बढ़ जाता है, पर as soon as के साथ ऐसा नहीं
 होता; जैसे—

No sooner *did* he start than it began to rain=As soon as he
 started it began to rain.

इसलिए As soon as का ही प्रयोग करना अच्छा होगा।

7. AVOID AUTHOR'S NAME

Precis लिखने में लेखक का नाम और उसका परिचय आदि नहीं दिया जाता। मालूम
 रहने पर भी आप उसका नाम-पता नहीं लिखें। नाम के बदले the writer, the author
 या the poet लिखना ही काफी है। यदि आप इन तरीकों (methods) की मदद लेंगे, तो
 शब्दों की संख्या कवरव हो कम हो जायगी और अच्छी तरह Precise बना लेंगे।

Note—Precis के शीर्षक (title) देने में जिन शब्दों का प्रयोग किया जाता है उनको
 छोड़कर 1/3 अंश में Precis होना चाहिए। उन शब्दों की गिनती नहीं होती। Precis
 तैयार कर लेने के बाद शब्दों की संख्या (जितने शब्दों में Precis बनाया गया हो) लिख देनी
 चाहिए।

List of Single-word Substitution

1. agenda—Items of business to be considered at a meeting.
2. aggressor—One who attacks first.
3. anarchist—One who plans to destroy all governments.
4. arbitrator—One appointed by parties to settle disputes
 between them.
5. autocracy—Government by one.
6. atheist—One who does not believe in the existence of God
 or after-life.
7. autobiography—The life-history of a man written by
 himself.
8. bigot—One with narrow religious views.
9. bigamy—The state of having two wives or husbands at a
 time.
10. bilingual—One who speaks two languages.
11. bureaucracy—Government by officials.
12. credulous—One who easily believes.
13. colleagues—Those who work in the same department or
 office.
14. catalogue—List of books or other articles.
15. carnivore—Eater of flesh.
16. celibacy—The state of being without wife.
17. circumlocution—A round-about way of writing or
 speaking.
18. cemetery—A place of burial.

19. contemporary—Living in the same age.
20. democracy—Government by the people.
21. diplomacy—The art practised by statesmen.
22. drought—Want of rain.
23. epidemic—A disease that spreads over a large area.
24. egoist—A man who thinks only of himself.
25. edible—That which is fit to be eaten.
26. extempore—Speech without any preparation.
27. exchange—Giving and receiving.
28. efficacious—That which produces the desired effect.
29. fatalist—One who believes in fate.
30. fratricide—Killing of one's brother.
31. foreigner—A man residing in a country of which he is not a citizen.
32. honorary—An office without pay.
33. homicide—Killing of a man.
34. herbivorous—Animals living on herbs.
35. invisible—That which can't be seen.
36. inaudible—That which can't be heard.
37. illegible—That which can't be read.
38. invincible—That which can't be conquered.
39. inaccessible—That which can't be approached.
40. inexplicable—That which can't be explained.
41. incorrigible—That which can't be corrected.
42. inimitable—That which can't be imitated.
43. indispensable—That without which one can't do.
44. indelible—That which can't be blotted.
45. inevitable—That which can't be avoided.
46. incurable—That which can't be cured.
47. indisputable—That which can't be doubted.
48. irrevocable—That which can't be changed.
49. irritable—Easily excited to anger.
50. irrelevant—That which is not to the point.
51. incredible—That which can't be believed.
52. infallible—That which never fails.
53. inflammable—Liable to catch fire easily.
54. invulnerable—That which can't be hurt.
55. insolvent—One who can't pay debts.
56. illicit—A trade prohibited by law.
57. matricide—Killing of one's mother.
58. migratory—A bird that comes and goes with seasons.

59. maiden speech—The first public speech.
60. monogamy—The practice of having one wife.
61. misanthrope—A hater of mankind.
62. materialistic—An attitude that measures everything in terms of matter.
63. matinee—A film-show in the afternoon.
64. neurotic—One suffering from nervous disorder.
65. narcotic—A medicine that induces sleep.
66. obsolete—No longer in use.
67. optimist—One who looks at the bright side of life.
68. omnipotent—One who is all-powerful.
69. omnipresent—One who is present everywhere.
70. omniscient—One who knows everything.
71. patricide—Killing of one's father.
72. posthumous—Born after the father's death or published after the author's death.
73. patrimony—Property inherited from father and ancestor.
74. philanthropist—One who does good to mankind.
75. pessimist—One who looks at the dark side of life.
76. parasite—That which exists by living upon others.
77. post-mortem—Medical examination of a dead body.
78. polygamy—Practice of marrying more than one wife at a time.
79. panacea—Remedy for all diseases.
80. popular—To be liked by everybody.
81. reticent—Reserved in speech.
82. somnambulist—One who walks in sleep.
83. somniloquist—One who talks in sleep.
84. sinecure—An office with no work but high pay.
85. soliloquy—The act of speaking aloud one's thought when alone.
86. verbose—(A style) full of words.
87. vegetarian—One who eats vegetables.
88. veteran—A person with long experience in some occupation.
89. wardrobe—Place where clothes are kept.
90. water-proof—That which can keep water out.

EXERCISES WORKED OUT

I

Now Jumman had an old relation, a maternal aunt, who had some property. This she transferred to him by a deed on the under-

standing that she would be well looked after. So long as the deed remained unregistered, none was so obliging to the old lady as her nephew, none so considerate to her. Her every wish was anticipated and cheerfully carried out. But everything changed the moment the deed was registered. Jumman who used to wait dotingly on his old aunt, now became supremely indifferent. His wife, Kariman, went even further. She grudged even the little food that the old lady ate. No meal was now served to her without Kariman letting loose a barb or two dipped in gall or poison. The very bread that the aunt ate seemed to be seasoned with the meal of abuse. And this went on mounting. Kariman would say, "How long is the old hag going to live? By giving us a few acres of waste land, she thinks she has bought us. She is a great lady who can't swallow a morsel without her *dal* being seasoned with ghee! We could have purchased a whole village with the money spent on her feeding." (202 words).

Precis

Title :—INGRATITUDE

Jumman had an old aunt. She had some property. She gave it to Jumman on assurance that he would maintain her. Before the registration of deed he was hospitable to her but after registration he neglected her. His wife's treatment was worse. She abused her while giving even the little food she (aunt) ate and wished her early death. The aunt's troubles increased every day. (66 words)

II

Marlow : What a tedious uncomfortable day have we had of it! We were told it was but forty miles across the country and we have come above three score.

Hastings : And all, Marlow, from that unaccountable shyness of yours that would not let us inquire more frequently on the way.

Marlow : I own, Hastings, I am unwilling to lay myself under an obligation to everyone I meet, and often stand the chance of an unmannerly answer.

Hastings : At present, however, we are not likely to receive any answer.

Tony : No offence, gentlemen. But I'm told you have been inquiring for one Mr. Hardcastle in these parts. Do you know what part of the country you are in ?

Hastings : Not in the least, Sir, but I should thank you for information.

Tony : Nor the way you came ?

Hastings : No, Sir, but if you can inform us.

Tony : Why, gentlemen, if you know neither the road you are going, nor where you are, nor the road you came, the first thing I have to inform you is that you have lost your way. (171 words)

Precis

Title— THE TWO TRAVELLERS

Marlow complained of their too long and tedious journey for which Hastings blamed his (Marlow's) shyness. Marlow replied that he did not like to receive discourteous replies by asking his way frequently. Meanwhile, Tony interrupted and remarked that, as they did not know which way they came or where they were, they were lost. (53 words)

III

The very abundance of books, an increasing and confusing abundance in our days, makes it important to know how to choose promptly and judiciously among them if one is not to spend as much time in the mere choice as in the perusal of the books that are selected. On this subject the first advice I venture to submit is to secure and to read only the best books. There are plenty of them, for more than you will ever find time to read. And when a wide range of excellent works is so readily obtainable, it is surely unfortunate to waste valuable minutes on any others. You may ask what I mean by best books. Passing by for the moment those publications which in each of the great languages of the world we call classics, I mean by the best books those from which you receive most, and can carry away most in the form of either knowledge or stimulation. When you want to learn something about a subject in which you are interested, do not turn to the first volume which you have heard named or which professes by its title to deal exhaustively with the subject. Consult your teacher or any well-read friend, or the librarian of the nearest public library. (213 words)

*Precis**Title :—CHOICE OF BOOKS*

Innumerable books are published now-a-days. Naturally, there is no time to read even the best ones which are available in large numbers. One should, therefore, read only the best books. Besides classics, best books are those that give maximum of wisdom and inspiration. For quick and correct choice the advice of teachers, well-read friends or public librarians, and not advertisements, is really helpful. (67 words)

IV

Kiran was a universal favourite with her family and neighbours, so that when she fell seriously ill they were all anxious. The village-wisecrackers thought it shameless for her husband to make so much fuss about a mere wife and even to suggest a change of air and asked if Sharat supposed that no woman had ever been ill before or whether he had found out that the folk of the place to which he meant to take her were immortal. Did he imagine that the writ of fate did not run there? But Sharat and his mother turned a deaf ear to them thinking that the life of their darling was of greater importance than the united wisdom of a village. So Sharat went to Chandarnagar, and Kiran recovered, though she was still very weak. There was a pinched look on her face which filled the beholders with pity, and made his heart tremble, as he thought how narrowly she had escaped death. (180 words)

*Precis**Title :—KIRAN'S ILLNESS*

The popular Kiran's serious illness grieved her relations and neighbours. Her husband, Sharat, desired her climatic change but the so-called wise villagers opposed the idea as foolish and shameless, but to her husband and mother-in-law, her life was dearer than village opinion. Therefore they took her to Chandarnagar where she recovered, although still too weak. She had a narrow escape from death. (60 words)

EXERCISES

I

Hetty was quite used to the thought that people liked to look at her, and she knew that Adam Bede—tall, clever brave Adam

Bede, of whom the people round about thought so well, who was often rather severe to others, and who was not often seen talking to girls—could be made to turn pale or red any day by a look or a word from her. Hetty did not know many men, but she couldn't help seeing that Adam was a greater man than most of the men she knew; and she was certain that her uncle Poyser wanted her to marry Adam, who had always been given welcome at Hall Farm.

But Hetty had other ideas about her marriage. She liked to be admired by a wise, strong man, liked to know that he would always be there if she had need of him, but she had no thought of marrying Adam. She thought of him as a poor workman. When she had a husband, he must be a rich man who could give her all the things she dreamed about : a big house, servants, fine clothes, and a life of ease. If Adam could have given her these things, she liked him well enough to marry him.

Aids

Used to—habituated (आदत पड़ना). *People round about*—neighbours (पड़ोसों). *Severe*—strict, serious, grave (कड़ा, गम्भीर). *Turn pale*—fade (सुरक्षा जाना, फीका पड़ना). *Couldn't help seeing*—had to see (देखना या समझना पड़ा). *Ease*—comfort (आराम).

II

It was a sad and terrible story that Hetty told Dinah in that prison, a story to make the hardest person feel full of sorrow. She told how her child was born in the cottage where she had last asked for rest. How the next day, when the woman had gone out, the thought had come to her, that if she could be without her baby, she could go home again, and nobody would know anything. The thought gave her strength to get up, dress herself and go out. She walked till she came to a wood, and then sat down. She told how she looked at the face of her baby as she tried to lay it among the leaves and cover it with them; how it cried, and she couldn't bear to kill it; so she just left the baby, hoping it would be found and taken care of. As she hurried away, the sound of its crying followed her, even when she knew she was too far away to hear it. At last she came to a farm building, and went in and slept.

"And oh !" said Hetty, "when I woke, I could still hear the baby crying, and I turned back the way I had come. I had to go. Oh, Dinah ! I hear that little baby crying now. Shall I always hear it ? When I got to the place in the wood, my baby was gone."

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EXERCISES

I

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wards. This is a high ideal no doubt, but is capable of being attained. That can be done by making a beginning somewhere.

Bhoodan is the process whereby we can reach this goal. The land problem is a problem that affects crores of people. Hence, the *Bhoodan* movement makes a direct appeal to the masses and would inevitably cast its influence on their approach and way of life.

Aids

Solicitous—desirous (रञ्ज्युक्त, उत्सुक). *Reappear afterwards*—reappear. यहाँ afterwards की जगह नही, क्योंकि reappear में afterwards का अर्थ द्विपुत्रा है। *Making a beginning*—beginning. *Goal*—aim (लक्ष्य). *Crores of*—numerous, innumerable (असंख्य, अनगिनत, बहुत). *Masses*—public. *Inevitably*—necessarily (अनिवार्य रूप से, अवश्य). *Cast its influence*—influence (बसर डालना).

V

All the great religious teachers of mankind have insisted on this: that men ought not to live for themselves alone. We ought not, they have said, to spend all our time and energy in getting just what we want for ourselves, power and money and importance in the world, we ought to serve something greater than ourselves, whether a god or a cause or our fellowmen. It is by serving this something greater that men will forget themselves and so achieve happiness. This or something like it is what the great religions have taught, and it is one of the most important of the things that civilization means. It is also the hardest to learn and practise; in fact, most people have found it much too hard.

Aids

Religious teacher of mankind—prophets, preachers. *Insisted*—emphasised (जोर देकर कहना). *Ought*—should. *To live for themselves alone*—be selfish. *Achieve*—get (पाना). *Much too hard*—difficult.

VI

If today I have a quarrel with another man, I do not get beaten merely because I am physically weaker and he can knock me down. I go to law, and the law will decide as fairly as it can between the two of us. Thus in disputes between man and man right has taken the place of might. Moreover, the law protects me from robbery and violence. Nobody may come and break into my house, steal my goods, or run off with my children. Of course, there are burglars,

but they are very rare, and the law punishes them whenever it catches them.

It is difficult for us to realise how much this safety means. Without safety those higher activities of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence order and safety, although they are not themselves civilization, are things without which civilization would be impossible. They are as necessary to our civilization as the air we breathe is to us; and we have grown so used to them that we do not notice them any more than we notice the air.

Aids

Knock down—beat down (मार कर गिरा देना). *Disputes*—quarrels, fights. *Might*—(नारौरिक शक्ति). *Protects*—saves. *Robbery*—dacoity. *Violence*—(हिंसा). *Break into*—enter. *Run off with my children*—kidnap (अपहरण करना) my children. *Burglars*—thieves (चोर). *Go on*—continue. *Grown so used to*—habituated, accustomed (बादल पड़ना). *Notice*—see.

VII

There was once a laundryman named Clean-Cloth in a certain town. He had a single donkey who had grown very feeble from lack of fodder. As the laundryman wandered in a forest, he saw a dead tiger, and he thought, "Ah, this is luck! I will put this tiger-skin on the donkey and let him loose in the barley field at night. For the farmers will think him a tiger and will not drive him out." When this was done, the donkey ate barley to his heart's content. And at dawn the laundryman took him back to the farm. So, as time passed, he grew plump. He could hardly squeeze into the stall. But one day the donkey heard the bray of a she-donkey in the distance. At the mere sound he himself began to bray. Then farmers perceived that he was a donkey in disguise, and killed him with blows from clubs and stones and arrows.

Aids

Laundryman—washerman. *A certain*—a (किसी). *Feeble*—weak. *From lack of*—for want of (कमी). *Fodder*—खाना, भोजन. *Let him loose*—(मुक्त छोड़ देना). *To his heart's content*—to his satisfaction. *Plump*—fat (मोटा). *Squeeze into the stall*—घर में घुसाना. *Bray*—रेंकना. *Perceived*—saw, found (देखा). *Club*—झाड़ी, हंदा. *Arrows*—तीर, बाण.

VIII

Educated women have to play the role of teachers. An educated lady can serve the country in the humble capacity of a teacher. The education of children depends mainly upon women. They can teach as well as amuse. They can do research work in art, literature, philosophy and science. We are fortunate in having very intelligent girls who are anxious to have training in foreign countries. They are being given scholarship by the Government of India and many of them have proceeded to western countries and have made their mark as educationists. Women can also render social service whenever there is flood, famine, earthquake or some natural calamity. It is also during war that they can be of utmost utility to their nation. In free India ladies are being given training in First Aid, use of guns and rifles, and some of them are getting training as drivers and pilots. The defence of the country is a matter of great importance to all and women should share the burden with men.

Aids

Play the role of—act as (काम करना). *Made their mark*—distinguished (बड़ा नाम करना). *Calamity*—misfortune (संकट). *Of utmost utility*—useful. *Share the burden*—काम में भाग लेना. *Pilots*—वायुयान-संचालक.

IX

For many centuries in Indian history there was no city so famous as the city of Ujjain. It was always renowned as the seat of learning. Here lived at one time the poet Kalidas, one of the supreme poets of the world fit to be named with Homer and Dante and Shakespeare. And here worked and visited an Indian king, who was also a great and learned astronomer, the greatest of his day, Rajah Jey Singh of Jeypore. So one can see what a great love all who care for India must feel for the ancient city of Ujjain.

But deep in the hearts of the Indian people, one name is held even dearer than those I have mentioned, the name of Vikramaditya who became king of Malawa, it is said, in the year 57 before Christ. He was like King Arthur, or like Alfred the Great—so strong and true and gentle that the men of his own day almost worshipped him and those of all aftertimes were obliged to give him the first place, though they had never looked in his face nor appeared to his great and tender heart simply because they could see that never had

a king been loved like this king. But one thing we do not know about Vikramaditya. It is told about him that he was the greatest judge in history. Never was he deceived. Never did he punish the wrong man.

Aids

Renowned—famous (प्रसिद्ध). *Astronomer*—ज्योतिषी. *Obliged*—compelled (बिचन होना). *Tender*—soft (कोमल). *Deceived*—cheated.

X

Oliver Twist and his companions suffered the tortures of slow starvation for three months. At last they got so wild with hunger that one boy who was tall for his age and had not been used to that sort of thing hinted darkly to his companions that unless he had another basin of gruel for him, he was afraid, he might some night happen to eat the boy who slept next to him and who happened to be a wealthy youth of tender age. He had a wild hungry eye, and they believed him.

A council was held; lots were cast who should walk up to the master after supper that evening and ask for more, and it fell to Oliver Twist.

Then evening arrived; the boys took their places. The master in his cook's uniform stationed himself at the copper; his assistants ranged themselves behind him; the gruel was served out, and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other and winked at Oliver. He rose from the table and advancing to the master, basin and spoon in hand, said, "Please, Sir, I want some more."

Aids

Tortures—pain. *Starvation*—गुलमरो. *Hinted darkly*—hinted (रहस्य करनी). *Basin*—बर्तन. *Gruel*—मोड़. *Lots were cast*—झोरी लगी. *Uniform*—पोशाक. *Stationed*—सत. *Grace*—thanks. *Short commons*—small quantity of food.

XI

Human life consists of a succession of small events, each of which is comparatively unimportant and yet the happiness and success of every man depends upon the manner in which these small events are dealt with. *Character is built up on little things*—little things well and honourably transacted. The success of a man in business depends upon his attention to little things. The comfort of

a household is the result of small things well arranged. Good government can only be accomplished in the same way by well-regulated provisions for the doing of little things.

Accumulation of knowledge and experience of the most valuable kind are the result of little bits of knowledge and experience carefully treasured up. Those who learn nothing or accumulate nothing in life are set down as failures, because they have neglected little things. They may themselves consider that the world has gone against them but, in fact, they have been their own enemies. There has long been a popular belief in 'good luck', but, like many other popular notions, it is gradually giving way. The conviction is extending that diligence is the mother of good luck; in other words, that a man's success in life will be proportionate to his efforts, to his industry, to his attention to small things.

Aids

Transacted—done. *Household*—family. *Duly*—properly (दृढित स्म हे). *Accomplished*—done, achieved. *Accumulation*—collection. *Treasured up*—gathered (जमा करना). *Notions*—ideas (विचार). *Conviction*—faith, belief. *Extending*—spreading. *Diligence*—labour. *Proportionate to*—according to. *Efforts, Industry*—परिश्रम.

XII

The problem that confronts most of us is whether the individual is merely the instrument of society or the aid of society. Are you and I as individuals to be used, directed, educated, controlled, shaped to a certain pattern by society and government or does society, the state, exist for the individual? Is the individual the end of society or is he merely a puppet to be taught, exploited, butchered as an instrument of war? That is the problem of the world—whether the individual is a mere instrument of society, a plaything of influences to be moulded or whether society exists for the individual.

How are you going to find this out? It is a serious problem, is it not? If the individual is merely an instrument of society, then society is much more important than the individual. If that is true, then we must give up individuality and work for society; our whole educational system must be entirely revolutionized and the individual turned into an instrument to be used and destroyed. But if society exists for the individual, then the function of society is not to make him conform to any pattern but to give him the feel, the urge of freedom. So we have to find out which is false.

Aids

Confronts—faces. *End*—aim (लक्ष्य). *Pattern*—model. *Puppet*—कठपुतली. *Moulded*—shaped. *Conform*—समान होना. *Urge*—inspiration (प्रेरणा).

XIII

Why is society crumbling, collapsing, as it surely is? One of the fundamental reasons is that the individual, you, has ceased to be creative. I will explain what I mean. You and I have become imitative; we are copying outwardly and inwardly. Outwardly, when learning a technique, when communicating with each other on the verbal level, naturally there must be some imitation, copy. I copy words. To become an engineer, I must learn the technique, then use the technique to build a bridge. There must be a certain amount of imitation, copying in outward technique, but when there is inward, psychological imitation, surely we cease to be creative. Our education, our social structure, our so called religious life, are all based on imitation; that is, I fit into a particular social or religious formula. I have ceased to be a real individual.

Aids

Crumbling—breaking (टुकड़ा होना, धुँस-धुँस होना). *Collapsing*—falling (गिरना). *Fundamental*—basic (दुनियादी). *Ceased*—stopped. *Creative*—सबनसमक. *Imitative*—प्रनुकरणशील. *Verbal level*—वातचीन का स्तर. *Structure*—frame.

XIV

The hand-spinning and weaving industries are extremely important in balancing our village economy. Therefore Mahatma Gandhi carried on a life-long crusade for the encouragement and growth of those industries. For many years all leaders and working members of the Indian National Congress have worn clothes prepared from cloth woven on the handloom from hand-spun yarn. The All-India Spinners' Association started under Gandhiji's inspiration has done excellent work in popularising *Khadlar*, or hand-woven cloth, made from hand-spun yarn. It has also helped the handloom worker by supplying him with materials and, with advice for the improvement of the quality of his product. More than a crore and a half yards of *Khadlar* are produced in India every year. This cloth has been a great boon to many people during the recent shortage of mill made cloth.

Aids

Spinning and weaving—कातना और बुनना. *Balancing*—संतुलित और सुव्यवस्थित करना. *Crusade*—fight. *Woven*—बुना हुआ. *Yarn*—सूत. *Inspiration*—encouragement (देरना). *Popularising*—सोपुष्टि करना. *Boon*—advantage (बरादान, लाभ).

XV

There was a time when men took life easily and had enough leisure. Life was simple and wants were few, and these could be easily satisfied. In those days men believed that whatever was worth doing should be done thoroughly. But gone is that time. With the Industrial Revolution, with the progress of scientific discoveries and inventions and with the ever-growing demand for machinery, our wants have increased and life has become complex. Now-a-days we want to do many things, think many thoughts and to enjoy too many benefits. Consequently, we are always pressed for time, because it is the fashion of the age. Our complaint about want of time may be true or false. But the fact remains that we want short-cuts. Hence, in this age of hurry there is a persistent demand for short-hand, for summaries, abridgements, and precis. A busy politician or a merchant has got so many things to do and so many important decisions to make that he cannot spare time for each. Yet he must know what is going on in the political or business world. So he asks his secretary or some other man to make a precis or summary of what is being said, done and thought about things in which he is vitally interested. This is the use of precis.

Aids

Complex—जटिल. *Pretend*—बहाना करना. *Short-cut*—दोटा वा लोचा रास्ता. *Persistent*—रिबर. *Hurry*—जल्दोबाजी. *Abridgement*—संक्षेप. *Spare*—बचना. *Vitally*—essentially (भावश्यक रूप से).

XVI

One day, as she came into the room, where all the poor children were at work, my nurse sat down just over against me and after a while began to talk to me. "Thou foolish child", says she, "thou art always crying. Prithce, what dost thou cry for?" "Because they will take me away", says I, "and put me to service, and I can't work house-work." "Well, child", says she, "but though you can't work house-work, you will learn it in time, and they won't put you to hard things at first." "Yes, they will", says I, "and if I can't do it, they will beat me, and the maids will beat me to make me do great

work, and I am but a little girl, and I can't do"; and then I cried again till I could not speak any more. This moved my good motherly nurse, so that she resolved I should not go to service yet; she bid me not to cry, and she would speak to Mr. Mayor, and I should not go to service till I was bigger.

Well, this did not satisfy me for to think of going to service at all was such a frightful thing to me, that if she had assured me I should not have gone till I was twenty years old, it would have been the same to me. When she saw I was not pacified yet, she began to be angry with me. "And what would you have?" says she. "Don't I tell you that you shall not go to service till you are bigger?" "Ay" says I, "but then I must go at last." "Why, what", says she, "is the girl mad? What! would you be a gentlewoman?" "Yes", says I, and cried heartily till I roared out again.

Aids

At work—working. *After a while*—after some time. *In time*—in course of time (समय जाने पर, धीरे-धीरे). *Maids*—maid-servants. *Bid*—ordered. *Frightful*—fearful. *Pacified*—calm and quiet (शान्त). *Must go*—must have to go. *Heartily*—bitterly. *Roared*—cried.

XVII

My good old nurse, Mrs. Mayoress, and all the rest of them did not understand me at all, for they meant one sort of things by the word 'gentlewoman', and I meant quite another; for alas! all I understood by being a gentlewoman was to be able to work for myself, and get enough to keep me without going to service, whereas they meant to live great and high, and I know not what.

Well, after Mrs. Mayoress was gone, her two daughters came in, and they called for me and talked a long while to me, and I answered them in my innocent way, but always, if they asked me whether I resolved to be a gentlewoman, I answered, yes. At last they asked me what a gentlewoman was. That puzzled me much. However, I explained myself negatively that it was one that did not go to service, to do house-work; they were mightily pleased, and liked my little prattle to them.

Aids

One sort of—one kind of. *Keep me*—maintain me. *To live great and high*—high living (बिलाखर्च जीवन). *Long while*—long time. *Resolved*—decided. *Puzzled*—confused (खरबान). *Mightily*—greatly. *Prattle*—talk.

XVIII

The light has gone out of our lives and there is darkness everywhere and I do not quite know what to tell you and how to say it. Our beloved leader, Bapu as we call him, the father of our nation, is no more. Perhaps I am wrong to say that. Nevertheless, we will not see him again as we have seen him these many years. We will not run to him for advice and seek solace from him, and that is a terrible blow not to me only but to millions and millions in this country. And it is difficult to soften the blow by any advice that I or anyone else can give you.

The light has gone out, I said and yet I was wrong. For the light that shone in this country was no ordinary light. The light that illumined this country for these many years, will illumine this country for many more years, and a thousand years later that light will still be seen in this country, and the world will see it and it will give solace to innumerable hearts. For that light represented the living truth, and the eternal man was with us with his eternal truth reminding us of the right path, drawing us from error, taking this ancient country to freedom.

All this has happened. There is much more to do. There was so much for him to do. We could never think that he was unnecessary or that he had done his task. But now, particularly, when we are faced with so many difficulties, his not being with us is a blow most terrible to bear.

A madman has put an end to his life.

Aids

No more—dead. *Solace*—consolation (शोर). *Illumine*—प्रकाश देना. *Eternal*—अमर. *Blow*—चोट.

XIX

A California girl of thirteen wrote in a letter: 'I was really terribly sad to hear about Gandhi's death. I never knew I was interested in him but I found myself quite unhappy about the great man's death!'

In New York, a twelve-year-old girl had gone into the kitchen for breakfast. The radio was on and it brought the news of the shooting of Gandhi. There, in the kitchen, the girl, the maid and the gardener held a prayer meeting and prayed and wept. Just so, millions in all countries mourned Gandhi's death as a personal loss. They did not quite know why; they did not quite know what he stood for. But he was a good man and good men are rare.

'I know no other man of any time or indeed in recent history' wrote Sir Stafford Cripps, 'who so forcefully and convincingly demonstrated the power of spirit over material things.'

'Gandhi had demonstrated', Professor Albert Einstein asserted, 'that a powerful human following can be assembled not only through the cunning game of the usual political manoeuvres and trickeries but through the cogent example of a morally superior conduct of life. In our time of utter moral decadence he was the only statesman to stand for a higher human relationship in the political sphere.'

Aids

Mourned—became sorrowful. *Spirit*—spiritual (आध्यात्मिक). *Forcefully*—powerfully. *Asserted*—stated. *Manoeuvres*—clever plan. *Trickeries*—tricks. *Cogent*—convincing. *Utter*—total. *Decadence*—decay. *Statesman*—politician. *Sphere*—field.

XX

General Douglas MacArthur, supreme Allied military commander in Japan, said, 'In the evolution of civilization, if it is to survive, all men cannot fail eventually to adopt Gandhi's belief that the process of mass application of force to resolve contentious issues is fundamentally not only wrong but contains within itself the germs of self-destruction.' Lord Mountbatten, last British Viceroy in India, expressed the hope that Gandhi's life might 'inspire our troubled world to save itself by following his noble example.' The world-wide response to Gandhi's death was in itself an important fact; it revealed a widespread mood and need. There is still some hope for the world which reacted as reverently as it did to the death of Gandhi'. Albert Deutsch declared in the New York newspaper, P. M., 'The shock and sorrow that followed the New Delhi tragedy shows we still respect sainthood even when we cannot fully understand it.' To the statesmen and politicians who eulogised him Gandhi was at least a reminder of their own inadequacies.

Aids

Evolution—progress. *Survive*—live. *Eventually*—finally. *Application*—use. *Resolve*—decide. *Contentious*—disputable (कमजोर वा बहस से प्रसन्न). *Fundamentally*—basically (मूलभूत या मूल). *Inspire*—दीर्घा दीक. *Reverently*—honourably. *Sainthood*—goodness. *Eulogised*—praised. *Inadequacies*—incompleteness, weakness (अपूर्णता).

XXI

Al (Thomas Alva Edison) was not a pupil after the teacher's

heart. He paid little attention to the books and kept asking questions, just as he had done at home. He either talked to his classmates when he should have listened to the instructor's words or dreamed with open eyes.

One afternoon, eight-year-old Al came home from school and went straight to his mother. 'Ma', he asked, 'What is addled?' Mrs. Edison laughed. 'Don't you know what an addled egg is? It means it is rotten.' 'Yes, Ma, I know that all right. But what's an addled boy?'

'Well, it's just another word for crazy.'

'And what is "not normal", Ma?'

'Not normal—well, it means... But where did you hear those words?'

Al looked at her seriously. 'The Inspector visited our school to-day, and asked teacher about boys. You know I've very good ears Ma. I heard what teacher said when he pointed me out to the Inspector. He said I'm addled. I'm not normal like other boys. It's a waste of time letting me go to school.'

Mrs. Edison jumped up. 'So he said that about you, did he?' She cried with flashing eyes. 'Come along, I'm going to have a nice little chat with him, as one teacher to another.'

And she marched to the school-house dragging Al behind her.

'I know, what you said to the Inspector about my boy,' she told the teacher. 'Well, if anybody here is addled, it's you. You could call yourself lucky if you had half as much brain as Al. And mark my words', she added thumping her little fist on the frightened school master's desk 'some day the world will hear of him—but never of you!' Then she turned on her heels, and took the boy home. 'You won't have to go back there', she told him. 'I'm going to do the teaching myself'. And she did.

Aids

Addled—rotten, unproductive. *Crazy*—mad, of unsound mind. *Normal*—usual, common. *Flashing*—angry, shining. *Chat*—talk. *Thumping*—striking hard (वरकते हुए). *Fist*—मुट्ठी. *Turned on her heels*—returned quickly.

XXII

The conditions under which democracy can flourish are difficult to define; but one thing is clear that democracy is always a slow growth, whereas dictators may rise to power and inaugurate a new

regime with dramatic suddenness and success under suitable conditions. One great new force has appeared in the world since the Great War, the art of modern propaganda. It is invaluable to the dictator who can inculcate his creed day by day through the press, the cinema, the radio, to the whole body of the people and can suppress all counter propaganda. It is a terrible danger to democracy, since it tends to destroy the sound and commonsense judgment of the people which depends on constant access to facts and on honest public discussion based on those facts.

Then again the kindly and co-operative outlook which alone can make democracy a success depends on material conditions, on the economic security and welfare of the whole of the people; a starving man or a man in constant fear of unemployment cannot be expected to be a good citizen of democracy.

And lastly, war is utterly hostile to democracy. The horrors and passion of war inevitably produce a war mentality under which the method of democracy becomes impossible.

Aids

Flourish—prosper. *Inaugurate*—start. *Regime*—rule, administration (शासन). *Invaluable*—very helpful. *Inculcate*—impress. *Creed*—principle (सिद्धान्त). *Counter*—opposite. *It tends to*—it has a tendency to. *Access*—reach, approach. *Hostile*—unhelpful, opposed. *Inevitably*—necessarily. *Mentality*—attitude.

XXIII

The civilization of China, as everyone knows, is based upon the teaching of Confucius, who flourished five hundred years before Christ. Like the Greeks and the Romans, he did not think of human society as naturally progressive; on the contrary, he believed that in remote antiquity rulers had been wise and the people had been happy to a degree which the degenerate present could admire but hardly achieve. This, of course, was a delusion. But the practical result was that Confucius, like other teachers of antiquity, aimed at creating a stable society, maintaining a certain level of excellence, but not always striving after new success. In this he was more successful than any other man who ever lived. His personality has been stamped on Chinese civilization from his day to our own. During his life-time the Chinese occupied only a small part of present day China and were divided into a number of warring states. During the next three hundred years they established themselves throughout what is now

China proper, and founded an empire exceeding in territory and population, any other that existed until the last fifty years. In spite of barbarian invasions, Mongol and Manchu dynasties and occasional longer or shorter periods of chaos and civil war, the Confucian system survived, bringing with it art and literature and a civilized way of life.

Aids

Remote antiquity—distant past. *Degenerate*—fallen, degraded. *Admire*—praise. *Delusion*—illusion, false idea (बोझ). *Striving*—trying. *Stamped*—imprinted (संकेत). *Warring*—fighting. *Barbarian*—uncivilized. *Invasions*—attack. *Chaos*—anarchy (बराबकत). *Dynasty*—line of kings (वंश).

XXIV

The hand-spinning and weaving industries are extremely important in balancing our village economy. Therefore Mahatma Gandhi carried on a life-long crusade for the encouragement and growth of these industries. For many years all leaders and working members of the Indian National Congress have worn clothes prepared from cloth woven on the handloom from hand-spun yarn. The All India Spinners Association, started under Gandhiji's inspiration, has done excellent work in popularising *khaddar* or hand-woven cloth made from hand-spun yarn. It has also helped the handloom worker by supplying him with materials and with advice for the improvement of the quality of his product. More than a crore and a half yards of *khaddar* is produced in India every year. This cloth has been a great boon to many people during the recent shortage of mill-made cloth.

Hand-made cloth always costs more than mill-made cloth. For this reason some people say that the industry should be allowed to die and cloth be produced in the mills. Those who see the benefits brought by the handloom industry to the villager say that it should be supported even by restricting the growth of mills. The Ministry in Madras has decided that no new mills should be started in the province and that every encouragement should be given to handloom industry. These are extremely opposite views. One thing is clear, however, viz. that more than 60 lakhs of people earn their livelihood in their own homes with the help of the handloom industry. Until alternative work is found for this large number of people, encouragement must be given to the industry.

Aids

Crusade—holy fight. *Yarn*—सूत. *Boon*—blessing (बरादान). *Restricting*—limiting (सीमित करना). *Alternative*—some other work.

XXV

Workers who repeat the same operation day after day, can take no pleasure or pride in their work. Their chief pleasure in life is outside the factory. Their work is dull and they spend their time with one eye on the clock. It is realised that modern work is often dull and in some factories a wireless set or a gramophone is turned on to provide music for the workers. In spite of various attempts to brighten the lives of the workers, however, the average man in a factory is rather to be pitied than envied. The dullness of his life is one of the drawbacks of mass production. Some people consider that man is becoming the slave of the machine. Let us hope that machines will never become more important than the men they were intended to serve. We must all hope that means will be found to retain the advantages arising out of mass production, while at the same time giving the worker some of the pride and pleasure of the old craftsman. Charlie Chaplin in his film "Modern Times" drew attention to the dangers of mass production and the need for safeguarding man's individuality from the tyranny of the machine. In the film, Charlie Chaplin got a job in a factory that employed mass-production methods. He had to stand by a machine with a spanner in his hand. An endless belt passed in front of him, carrying slowly an endless line of articles. As each one passed, he tightened one nut in one bolt with his spanner. His work was done with one turn of the wrist repeated throughout the day. Very soon his mind became affected and the film showed the amusing things which he did as a result of his mental disorder. It showed that the kind of work which many people do, far from giving them pride and pleasure, is more likely to fit them for the lunatic asylum.

Aids

Operation—work. *Drawback*—defect. *Craftsman*—artisan (कृत्माण). *Safeguard*—protect (रक्ष). *Tyranny*—cruelty (कृत्य). *Spanner*—खींची. *Wrist*—कराई. *Lunatic asylum*—बनरसाला.

XXVI

Education, taken in its most extensive sense, is properly that which makes the man. One method of education, therefore, would only produce one kind of men; but the great excellence of human nature consists in the variety of which it is capable. Then instead of endeavouring, by uniform and fixed systems of education, to keep mankind always the same, let us give free scope to everything which may bid fair for introducing more variety among us. The various

character of the Athenians was certainly preferable to the uniform character of the Spartans or to any uniform national character whatever. Uniformity is the characteristic of the brute creation. Among them every species of bird build their nests with the same materials and in same form; the genius and disposition of one individual is that of all; and it is only the education which men give them that raises any of them much above others. But it is the glory of human nature that the operations of reason though variable and by no means infallible, are capable of infinite improvement. We come into the world worse provided than any of the brutes; but when their faculties are at a full stand and their enjoyments incapable of variety or increase, our intellectual powers are growing apace; we are perpetually deriving happiness from new sources, and even before we leave this world, are capable of tasting the felicity of angels.

Aids

Extensive—wide. *Excellence*—superiority. *Endeavouring*—trying. *Uniformity*—sameness. *Disposition*—स्वभाव. *Apace*—swiftly. *Perpetually*—constantly. *Felicity*—delight.

COMPREHENSION

COMPREHENSION

COMPREHENSION

Comprehension का अर्थ होता है 'समझना' (understand)। किसी गद्यांश या पद्यांश को पढ़कर उसे समझना बहुत आवश्यक है, क्योंकि इनके बिना जीवन के किसी भी क्षेत्र में सफलता मिलना असम्भव है। एक बात और। Comprehension के बिना precis, substance, explanation, critical appreciation इत्यादि कुछ भी नहीं लिखे जा सकते। इसका कारण यह है कि इन सबके लिए दिये हुए पद्यांश या गद्यांश को ठीक से समझना पड़ता है। इसलिए आप Comprehension का अभ्यास अवश्य करें। इस अभ्यास के लिए इन बातों पर ध्यान दें—

I. MEANING; II. LANGUAGE; III. LENGTH

I. MEANING

Comprehension के लिए यह आवश्यक है कि आप दिये हुए गद्यांश या पद्यांश का meaning (अर्थ) ठीक से समझें। इसलिए आप उसे दो-तीन बार पढ़ें और तब दिये हुए प्रश्न का उत्तर दें। प्रश्न की भाषा पर पूरा ध्यान रखें और उनका अर्थ समझें। प्रश्न को समझना आवश्यक है, क्योंकि इसके बिना आपका उत्तर ठीक हो नहीं सकता। इसके लिए आप प्रश्न में प्रयोग किये गये what, how, where, when, who, why इत्यादि पर ध्यान दें और सोचें की प्रश्न क्या है। प्रश्न का उत्तर तो दिये हुए पद्यांश या गद्यांश में रहता ही है। उसे सावधानी से खोज निकालना है। यदि प्रश्न ही समझ में नहीं आये, तो उत्तर क्या दिया जा सकता है ?

II. LANGUAGE

1. दिये हुए प्रश्न का उत्तर अपनी भाषा में लिखें। कुछ लोग दिये हुए पद्यांश या गद्यांश की शब्दों को चुनकर प्रश्न का उत्तर बना लेते हैं। यह ठीक नहीं। उत्तर आप अपना बनाकर दें।

2. उत्तर देने में व्याकरण के नियमों का पालन करना आवश्यक है। इसलिए वाक्य सही (correct) और पूरा (complete) होना चाहिए, बातचीत की भाषा नहीं। जैसे यह उत्तर दें—

What is your name ?

मैंने ऐसा न कहें—Ram. आप पूरे वाक्य में उत्तर दें—

My name is Ram.

Comprehension में इस प्रकार के बहुत-से प्रश्न पूछे जाते हैं। आप उनका उत्तर सही बनाकर दें, टेलीग्राम (telegram) की भाषा में नहीं।

3. उत्तर देने में आप उसी Tense और Person का प्रयोग करें जो प्रश्न में रहे।

गलत करने से उत्तर हास्यास्पद हो जायगा।

4. उत्तर देने में Indirect Narration का प्रयोग करना चाहिए, क्योंकि यदि आप

inverted commas "...." के बीच में रखे गये वाक्यों को यों ही रख देंगे तो इस अर्थ होगा कि आपने कुछ समझा ही नहीं और इसलिए उन वाक्यों को रख दिया है।

5. भाषा सरल होनी चाहिए, अलंघित नहीं। इसलिए गद्यांश या पद्यांश में जो अर्थ (Figures of Speech) में रहें उनको छोड़ दें और साधारण समझकर उन्हे अपनी भाषा लिखें। इस प्रकार, भाषा सरल हो जायगी और माधुर्य पड़ेगा कि वह आपकी चीज है।

III. LENGTH

1. दिये हुए प्रश्न का उत्तर जितना बड़ा या छोटा हो, इसका कोई नियम नहीं। उत्तर तो निर्भर करता है प्रश्न पर। किसी प्रश्न का उत्तर छोटा ही हो सकता है, वह बड़ा हो सकता। यदि आप उसे बड़ा बना देंगे तो वह अनावश्यक (irrelevant) समझा जायगा और इसलिए अंक (marks) कम मिलेंगे। Comprehension एक प्रकार की बुद्धि-परीक्षा (intelligence-test) है, इसलिए आपसे जितना पूछा जाय उतना ही उत्तर दें। इन प्रकार आपका जवाब सुस्त और दुस्त होगा।

2. कभी-कभी ऐसा प्रश्न पूछा जाता है जिसके कई उत्तर हो सकते हैं। यदि किसी गद्यांश या पद्यांश का शीर्षक (title) देने को कहा जाय तो विन्न-विन्न प्रकार के उत्तर देने सकते हैं। इसलिए ऐसी अवस्था में आप अपना विचार तर्क (reasoning) के साथ रखें और उसका कारण बतायें। इससे उत्तर कुछ बड़ा तो अवश्य होगा पर साथ-साथ अच्छा भी।

EXERCISES WORKED OUT

1

Gandhiji always loved his people—Muslims as much as Hindus. Even when Pakistan was formed, he spoke for the Muslims of India, who were comparatively so few in number. Many Hindus thought that he favoured the Muslims too much. Nathuram Godse held misguided ideas of this kind. At a prayer meeting at Birla House in New Delhi, Godse shot Gandhiji on the 30th January, 1948. The great Mahatma died with "Hey Ram" on his lips. He was murdered, yet he was calm and peaceful even in death. It seemed as if he were sleeping.

- Q. 1. Why was Gandhiji shot dead ?
2. Where and when was he murdered ?
3. How did he look after murder ?

Ans. 1. Gandhiji loved all men, both Hindus and Muslims. He loved the Indian Muslims even after the formation of Pakistan. Many Hindus thought that he favoured the Muslims. Nathuram Godse held similar views. So he shot Gandhiji dead.

2. Gandhiji was murdered on the 30th January, 1948. Godse shot him at a prayer meeting at Birla House in New Delhi.

3. The Mahatma looked peaceful and cheerful even after his

murder. It appeared as if he were sleeping, rather than dead. There was no sign of sorrow or revenge on his face.

2

I

Fair daffodils, we weep to see
 You haste away so soon;
 As yet the early-rising sun
 Has not attained his noon.
 Stay, stay
 Until the hasting day
 Has run
 But to the evensong,
 And, having pray'd together, we
 Will go with you along.

II

We have short time to stay, as you;
 We have as short a spring;
 As quick a growth to meet decay,
 As you, or anything.

III

We die
 As your hours do, and dry
 Away
 Like to the summer's rain;
 Or as the pearls of morning's dew,
 Ne'er to be found again.

- Q. 1. Why does the poet weep to see the fair daffodils ?
 2. What does he think about man's life ?
 3. Explain the line : Like to the summer's rain.

Ans. 1. Generally, beautiful things make us happy, because we look at the beauty of things. But the poet here does not look at the beauty of the daffodils. His eyes are on the short life of the fair daffodils. Naturally, he is reminded of his own short life and also of the short life of others. So he weeps to see the lovely daffodils.

2. Daffodils have a short spring. They grow and decay very quickly. Similar is the fate of human beings.

3 The poet in this line compares man's life to summer's rain.

Handwritten text in the upper section of the page, possibly a title or introductory paragraph.

Handwritten text centered in the upper-middle section.

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Handwritten text in the lower-middle section, appearing as a separate line or short paragraph.

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Handwritten text in the lower section, continuing the previous block.

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Oh, gold is great, but greater far
Is heavenly sympathy !

- Q. 1. Suggest a suitable title.
2. How did the proud man treat the poet when he (the poet) lay in sorrow ?
3. What did the poet do when his sorrow passed away ?
4. How did the poor man treat the poet when he (the poet) lay in grief and pain ?
5. Which is greater—gold or sympathy ?

Aids

Lay—बसा था. *Deep distressed*—बहुत दुःख में. *Grief*—कष्ट. *Cold*—शुष्क और अलगना-रहित. *Erect*—सीधा. *Spoke*—spoke. *Spoke my thanks*—thanked.

3

Abou Ben Adhem (may his tribe increase !)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold :—
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou ?"—The vision rais'd its head,
And with a look made of all sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one ?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerly still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The angel wrote, and vanished. The next night
It came again with a great wakening light,
And show'd the names whom love of God had blest.
And lo ! Ben Adhem's name led all the rest.

- Q. 1. Why should Ben Adhem's tribe increase ?
2. What did Ben Adhem see when he awoke from a deep dream of peace ?
3. What did he ask the angel and what did the angel reply ?
4. Why did Ben Adhem's name top the list of the blessed ?

5. Do you love the Lord or your fellowmen or your own self or all these at the same time or none at all? Give reasons for your choice.

Aids

Tribe—race (जाति). *Lily in bloom*—खिली हुई कुसुमिनी. *Exceeding*—बहुत. *Vanished*—disappeared (बिलोम हो गया). *Led all the rest*—हरने उतर था।

4

My heart leaps up when I behold
A rainbow in the sky
So was it when my life began;
So is it now I am a man,
So be it when I shall grow old,
Or let me die !

The child is father of the man;
And I could wish my days to be
Bound each to each by natural piety.

- Q. 1. How does the poet feel when he sees a rainbow in the sky ?
2. How did he feel when he saw it (rainbow) in his childhood ?
3. What feelings does he wish to have towards it in his old age ?
4. How do you feel when you see a rainbow ?

Aids

Heart leaps up—हृदय आनन्दविषोर हो उठना है. *Behold*—देखना. *Life began*—बचपन. *Man*—youngman. *So be it*—वेसा ही हो. *Days to be*—जाने काले दिन, परिश्रम. *Piety*—परिचर्या.

5

Ram Mohan Roy was born at Radhanagar in the Hoogly district of Bengal on May 22nd, 1772. His father, Ramkanta Roy, had settled at Radhanagar after giving up his post under Sirajuddoula, the Nawab of Bengal. He had been unjustly treated by the Nawab, and he also had some trouble about his lands. So he became somewhat unattached to the world, and generally spent his time in prayer and thinking of God.

Ram Mohan's mother, Tarini Devi, was a very religious woman. She believed faithfully in the sound nature of the Hindu religion as it was then understood. Her great belief is shown by the fact that once she went for a pilgrimage to Puri on foot, without taking even a maid-servant with her.

- Q. 1. When and where was Ram Mohan Roy born ?
2. Why did his father give up his post under Sirajud-doula ?
3. Give a brief description of his mother.
4. How do you know that his mother had great belief in the Hindu religion ?

Aids

Giving up—छोड़ना, त्यागना. *Pilgrimage*—तीर्थयात्रा.

6

Among the many scientists who helped to advance human knowledge, Jagadish Chandra Bose holds an important position. He was born in East Bengal, near Dacca, on November 30, 1858. His father was a Deputy Magistrate at Faridpur where Jagadish spent most of his childhood. He was a very inquisitive child, always asking questions. His father always tried to answer all his questions; he was never told not to ask them. He went to a Bengali school at the age of five, for his father wanted him to learn his own language and get to know his people before taking up English studies.

Jagadish Chandra wanted to go to England and complete his studies there. But there were many difficulties. His father had lost much of his money which he had spent on tea plantations. His mother's love for him was great; she could not think of parting with her only son for so long. It seemed that Jagadish Chandra's hopes would never be fulfilled. He felt sad and discouraged.

However, his mother found that he would not be happy unless he went to England. She made up her mind to bear the sorrow of separation. Now, the only thing was to get money. For such a mother, this was no difficult task either. She sold her jewellery and got the money. So Jagadish was able to go to England.

- Q. 1. Describe the early life of Jagadish Chandra Bose.
2. What were his difficulties when he wanted to go to England ?
3. How were the difficulties solved ?

5. Do you love the Lord or your fellowmen or your own self or all these at the same time or none at all? Give reasons for your choice.

Aids

Tribe—race (जाति). *Lily in bloom*—खिली हुई कुसुमिनी. *Exceeding*—बहुत. *Vanished*—disappeared (विलीन हो गया). *Led all the rest*—सबसे ऊपर था।

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Aids

Heart leaps up—हृदय आनन्दविभोर हो उठता है. *Behold*—देखना. *Life began*—बचपन. *Man*—youngman. *So be it*—ऐसा ही हो. *Days to be*—आने वाले दिन; भविष्य. *Piety*—पवित्रता.

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- Q. 1. Describe the early life of Jagadish Chandra Bose.
2. What were his difficulties when he wanted to go to England ?
3. How were the difficulties solved ?

Aids

Inquisitive—curious (सञ्चुक, उन्मुक्त). *Tea plantations*—चाय-बगान.
Made up her mind—decided (नय किया).

7

Portia : Do you admit the bond ?

Antonio : I do.

Portia : Then the Jew must be merciful.

Shylock : Must I ? Who can force me to show mercy ? Tell me that.

Portia : Mercy is never forced. It comes naturally. We should all show mercy to one another.

Shylock : I will have nothing to do with mercy. I ask for justice.

Portia : But justice should always be softened by mercy.

Shylock : I know nothing of that. I must have what is due to me on my bond.

Portia : Is he (Antonio) not able to pay the money ?

Bassanio : Yes. Here I offer it for him (Antonio) in the court. I am prepared to pay it ten times over.

Shylock : I will not have it.

- Q. 1. How does Portia try to persuade Shylock (the Jew) to show mercy ?
2. What is Shylock's demand ?
3. Which is greater—mercy or justice ? Give reasons.

Aids

Softened—सुलायम किया हुआ, मिलाया हुआ. *Due*—बाकी. *Bond*—दस्तावेज.

8

Jumman had an old relation, a maternal aunt who had some property. This she transferred to him by a deed on the understanding that she would be well looked after. So long as the deed remained unregistered none was so obliging to the old lady as her nephew, none so considerate to her. Her every wish was anticipated and cheerfully carried out. But everything changed the moment the deed was registered. Jumman who used to wait dotingly on his old aunt now became supremely indifferent. His wife, Kariman, went even farther. She grudged even the little food that the old lady ate. No meal was now served to her without Kariman letting a barb or two dipped in gall or poison. The very bread that the aunt ate seemed to be seasoned with the meat of abuse. And this went on mounting.

- Q. 1. How did Jumman treat his maternal aunt before her property was transferred to him by a deed ?
2. How did he and his wife treat her after the deed was registered ?
3. Suggest a suitable title.

Aids

Deed—दस्तावेज. *Obliging*—दृढ. *Considerate*—विवेकशील. *Anticipated*—पूर्व से ही समझ लिया जाता था या अनुमान कर लिया जाता था. *Dotingly*—बहुत प्रेम से. *Wait on*—सेवा करना. *Supremely*—बहुत ही. *Indifferent*—बदमाश. *Grudged*—ईर्ष्या करती थी. *Barb*—तीर की जोक. *Dipped*—डुबाया हुआ. *Gall*—निर्दयता, कठोरता. *Seasoned*—मिलाया हुआ. *Mounting*—बढ़ता हुआ.

9

Arthur journeyed quickly from Ireland on receiving news of his grandfather's death. He was now Squire; and as he travelled towards his home, he thought of all he would have to do for the good of the estate and his tenants. Then he thought of the Poyser family and Hetty. He was at ease now about Hetty, for Mr. Irwine's letter had told him of her coming marriage with Adam. He was glad of this. Pretty little Hetty ! So she had not cared for him half so much as he had cared for her ! Well, he certainly was not in love with Hetty now ! But he could feel that Hetty's husband had a special claim on him. He felt he could now offer Adam friendship again, in spite of that painful memory. Well, here was Hayslope at last ! And here was the dear old home ! Arthur jumped from the carriage, ran up the steps and entered the house.

"Your letters are waiting for you, Sir," said his servant. Arthur found them on his table, and on the top of the heap was one from Mr. Irwine. Arthur took it up carelessly and read—

"I send this in a hurry, dear Arthur, because I had to go to Stoniton to perform the most painful duty. I will not add anything to the pain and sorrow that will now come upon you. I must just tell you the simple fact. Hetty Sorrel is in prison, and is awaiting punishment for killing her own child."

- Q. 1. Why did Arthur journey quickly from Ireland ?
2. What did he think as he travelled towards his home ?
3. What were the contents of the letter from Mr. Irwine ?

Aids

Journeyed—travelled. *Tenants*—कृषक. *At ease*—comfortable, at peace. *Memory*—याद. *Heap*—ढेर (collection).

10.

At last Hetty reached a place she knew. But now she had spent nearly all her money, and was feeling ill and very tired. Quite unable to go any farther, she turned into a field, and walked along a path leading to a wood. She reached the wood and sat down under the trees. These last days of Hetty's wanderings had been terrible, for, not only had she had little to eat, but had not always slept under a roof, so afraid was she of not having enough money to last till she got home again.

She could no longer think clearly of what to do. At one time she decided to make her way to Dinah, remembering that her cousin had told her to think of her if ever she was in trouble. At another time, to go straight home seemed the thing she most desired. But when she thought of the shame that she would have to face she knew that she could do neither. It would be easier to take her own life!

Q. 1. Describe the last days of Hetty's wanderings.

2. Could she think clearly of what to do? Why did she not like to return home?

3. Suggest a suitable title.

Aids

Wood—झंगल. *Little to eat*—almost nothing to eat. *Under a roof*—in a house. *Make her way*—go. *Ever*—कभी. *Take her own life*—kill herself, अहमहत्या करना.

11

Mr. U. N. Dhebar left here by air last night for Aden, at the invitation of the Aden Indian Association, to lay the foundation stone of the Mahatma Gandhi Memorial Hall.

The Hall, which will include a library and a reading room, is to be built at the Bay crater of the old city of Aden and is intended for the benefit of all Aden inhabitants regardless of race or creed. The library will contain books on Gandhian ideology.

The Indian community in Aden, comprising mainly businessmen, have subscribed five lakh rupees towards the creation of the memorial.

- Q. (a) Who is Mr. U. N. Dheber ?
 (b) What was the purpose of his journey to Aden ?
 (c) Where will the public hall be built ? What will it consist of ?
 (d) What sort of books will the library have ?
 (e) With what intention is the memorial to be built ?

12

The Uttar Pradesh Chief Minister Dr. Sampurnanand and the new U. P. Congress President Mr. C. B. Gupta have been summoned to Delhi by the Central Parliamentary Board of the Congress for talks at the ensuing meeting of the Board on Oct. 18 in connection with the party leadership crisis in the state.

The crisis was heightened by a firm letter from Doctor Sampurnanand requesting the High Command to permit him to resign from the Chief Ministership following the recent election of the rival leader Mr. C. B. Gupta as the U. P. C. President.

Meanwhile there is a speculation in the Congress circle here about the prospect of a compromise, if the rival group headed by Mr. Gupta does not accept leadership of Dr. Sampurnanand and the talks break down. In this connection the name of Mr. Sri Prakash, now Governor of Maharashtra, is being mentioned.

- Q. (a) Who is the Chief Minister of Uttar Pradesh and who is the Congress President there ?
 (b) What body has summoned them to Delhi and why ?
 (c) What meeting is going to be held on Oct. 18 and why ?
 (d) What heightened the party leadership crisis in U. P. ?
 (e) What is the speculation about the compromise ?

13

Acharya Vinoba Bhave told Mr. Sriman Narayan, member of the Planning Commission, that as he did in Kashmir, he was going to Assam to see, to hear and to love.

The Sarvodaya leader added that he was going to Assam not with any ready-made solution, as he felt that in the end the people of Assam alone could solve their own problem.

Sriman Narayan, who discussed with the Acharya the latter's trip to Assam and a number of other subjects in a village 25 miles from here, was giving pressmen a gist of what the Sarvodaya leader had told him in connection with his proposed Assam tour.

The Sarvodaya leader, Mr. Narayan said, had made a suggestions as of vital importance for the people of Assam well as at the instance of Prime Minister Nehru.

Q. (a) Who is Mr. Sriman Narayan? Where did he meet Acharya Bhave and what did he discuss with him?

(b) Who is the Sarvodaya leader and what did he say about Assam and its problem?

(c) Why was Acharya Bhave going to Assam?

14

Mr. Ananthasayanam Ayyangar, Speaker of the Lok Sabha underlined the inspiring role of the social service organisations to relieve the distress of the downtrodden and needy.

Mr. Ayyangar who was presiding over the All India Sewa Samiti Conference said, "Every youth in the country today should be selfless, hard working and ever ready to serve the suffering human as the Sewa Samiti Volunteers".

Mr. Ayyangar paid tributes to late Pandit Madan Mohan Malaviya, the founder of the Sewa Samiti movement and said that they should perpetuate his memory by continuing their efforts for social service. He hoped that the Sewa Samiti would grow from strength to strength and spread a network of its branches in the country to fulfil its mission of selfless social service.

Mr. Jaishukhlal Hathi, Union Deputy Minister for Power and Irrigation who also addressed the conference said that he had great regard for all those who rendered selfless service to the society. The Sewa Samiti, he said, was a compact body of such workers. He said that efforts should be made to develop Kurukshetra to attract tourists and traffic.

Read the above extracts from a Newspaper and answer any three of the following questions—

Q. (i) Who started the Sewa Samiti Movement?

(ii) What is the mission of the Sewa Samiti Movement?

(iii) Who presided over the conference? What advice did he give for perpetuating the memory of the founder?

(iv) Who else addressed the conference and what did he say about the Samiti?

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Serious irregularities were detected in the distribution of food-grains in most of the Fair Price Shops at Nawadah during the surprise raid by the high officials of the Supply Department of Patna and Gaya recently, it is reliably learnt. Licences of three shopkeepers were cancelled immediately on the charge of bungling with foodgrains meant for the public on ration cards.

It is also reported that a high official of the Supply Department strongly criticised the 'misuse' of power by the Assistant Supply Officer and Supply Inspector of Nawadah in connection with issuing a fresh licence to a veteran black-marketeer of the town. It is alleged that the licence of one Fair Price Shop-keeper of Nawadah was cancelled last year on alleged charge of serious bungling in the food-grains quota, but this year the same dealer again got the licence. However, his licence was cancelled following the high official's remark.

H. S. from Gaya writes—Twenty-five Fair Price Shops in the city were found practising unfair means in foodgrains in a raid by the District Magistrate with four other Magistrates on 169 F. P. Shops in the city on Thursday last.

Their licences are likely to be cancelled. In one shop shortage of forty six maunds of grains was found and in another one hundred twenty-three maunds.

Q. (a) Who conducted the raid on the Fair Price Shops at Nawadah ?

(b) What did they detect ?

(c) Who was guilty of misuse of powers ?

(d) Whose licence was cancelled following the high official's remark and why ?

